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ABSTRACT

These health curriculum guidelines were designed for teachers of junior high school students. Four major topic areas are covered: 1) anatomy, physiology, human growth and development, and nutrition: 2) mental health and use and misuse of drugs: 3) heredity, personal development, and family relationships: and 4) environmental health, disease control, consumer health, and safety. The format provides the teacher with health concepts which are appropriate for students in junior high schoo-l. Suggested instructional objectives, teaching strategies, and classroom activities are included as well as media resources. (JD)

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SP 014 225

ED189051

Revised Guidelines for Comprehensive Health Education - Junior High

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE OF CONTENTS

Preface	5
Introduction	7
Utilization of the Revised Guidelines	15
Health Concepts	
1 The Body	17
2 Personal Concerns and Decisions	29
3 Inter- and Intrapersonal Relationships	43
4 The Environment	55
Appendix A: Telelesson Summaries and Activities	75
Appendix B: Transparency Masters	103
Appendix C: Resources	113

Preface

The Comprehensive Health Education Act (79-1270) adopted by the Nebraska State Legislature in 1971 requires that:

1 instruction in comprehensive health education shall take place in all schools;
2 the Commissioner of Education shall prepare and distribute, upon request, teaching aids and materials for effective courses in comprehensive health education; and
3 schools failing to meet the provisions of the act will be guilty of a deviation from the approval and accreditation rules and regulations.

Acting upon the directive of this legislation, the Department of Education with the assistance of an advisory committee developed *Guidelines for Comprehensive Health Education: A Conceptual Approach,* and made this publication available to schools in 1972. Those guidelines suggested that a truly comprehensive program should include 17 major topics of instruction. Concepts and teaching activities were suggested for each instructional topic.

Local school systems were urged to use the guidelines as a foundation or "working tool," to be of assistance as schools designed instructional programs which met the specific needs and interests of their pupils while being consistent with the educational philosophies of their local communities. Decisions about program content, selection of instructional materials and teaching methodology were and are the responsibility of each school system.

Since the passage of the Comprehensive Health Education Act and the subsequent development of health curriculum guidelines, the Department of Education has received numerous requests from school administrators and teachers for assistance in two common areas:

1 the development of observable and/or measurable instructional objectives; and
2 the identification of suitable supportive instructional materials.

It is because of these continued requests that the Department of Education has undertaken revision of the comprehensive health education curriculum guidelines. This publication (for grades 7 and 9) is the fourth of five such guidelines which span grades K to 12.

A majority of the concepts suggested in the original health guidelines are included in this revised edition. The concepts have been reorganized, however, into seven or fewer major topic areas rather than the original 17 areas. Learning objectives have been designed to assist teachers in determining if their students have attained the concepts. Supportive media which can assist in the learning process have been identified for each concept.

According to the desires of the local school system, instructional television can play a major supporting role in utilization of these guidelines. Existing and newly-developed ITV health education telelessons will be broadcast on a schedule which matches the scope and sequence of the health concepts and learning objectives found in these guidelines. This coordinated combination of print and other media resources is the most comprehensive curriculum project ever undertaken by the Department of Education.

These curriculum guidelines are suggestions. How the guidelines are used is a decision of each local school district. Each school district decides the specific content to be included in its instructional program, and at which grade levels that content is to be taught.

M. Anne Campbell
Commissioner of Education

Introduction

Health Education—A Statement of Philosophy

Traditionally, man has been concerned with the interaction between his body and his environment, and the premise has been that physical health is an end in itself. An understanding of man's biologic problems, the means to physical health, the nature of diseases and the signs and symptoms suggesting ill health are vital to everyone. However, physical health is in itself only a means to an end. Man should not be concerned only with the shell which separates him from his environment, but with his total being.

The concept of total health implies an understanding of a sound body and the appreciation of one's potential and individual worth. It permits expression of an individual's creativity and enhances the dignity and satisfaction that comes through individual ability to give of oneself. Man cannot assume the state of total health alone, for everyone functions with others and within his or her environment.

Approaches to total health education must employ parallel programs, on the one hand aimed at children, their families and their environment, and on the other hand striving to develop new understandings on the part of teachers and school administrators. The successful realization of education for health results from the combined efforts of individuals who complement the activities of each other, supplement the information offered and reinforce the attitudes developed in youth by challenging them to think.

An understanding of the social phenomena underlying new knowledge and emerging problems appears to be particularly significant in relation to curriculum development focused on health education. Because this area of study is concerned with the individual – not as a biological organism, an intellectual or emotional being, or a social creature – but rather as a whole person, an entity, all of the related forces basic to curriculum development seem to command equal consideration.

Good health is not accidental. It is a product of nature and culture, and is related to understanding and values. Good health must not only be philosophical; it must be capable of extension into the realities of daily living. Good health and related understanding should not be, and must not remain, the right of a privileged few. It is to this end that the Department of Education, assisted by the Nebraska Comprehensive Health Education Advisory Council, has undertaken preparation of a guide for the sharing of basic concepts and objectives relevant to health education.

Approaches to total health education must employ parallel programs, on the one hand aimed at children, their families and their environment, and on the other hand striving to develop new understandings on the part of teachers and school administrators.

Health Education in Education

Through the years the term "health" has taken on many different meanings. In ancient societies physical well-being and rules for hygiene were stressed. One of our first recorded references to a concept of health was by Deemus Junius Jebenal (50-130 A.D.) who wrote about "a sound mind in a sound body." Later, during the Seventeenth and Eighteenth Centuries, John Locke was often quoted: "A sound mind in a sound body is a short but full description of a happy state in this world; he that has these two has little to wish for."

Somewhat later, around the mid-Nineteenth Century, Horace Mann, secretary to the first board of education in the United States in Massachusetts, was instrumental in stressing the importance of physical well-being and emphasizing health education.

However, mental and social well-being were not appreciably emphasized until the mid-Twentieth Century. Through the years broader and more complete meanings of health have evolved. Today our society is concerned not only with curing or treating sickness or preventing disease, but is also concerned with raising the level of individual health and well-being.

Health is now considered to be a dynamic quality of life rather than a static entity. It is the result of the interaction of many factors and conditions. Hoyman emphasizes this when he refers to health as: ". . . a moving target . . . a dynamic ecologic resultant involving the interaction of many factors and conditions. . ."[3]

Health is a combination of physical, mental and social well-being, all dynamically interrelated. The individual functions as a whole, as an integrated individual with each dimension of health influencing the others. So physical illness has an effect on emotional well-being and social relationships. The psychosomatic aspects of health illustrate dynamic interrelationships between various dimensions of health.[4]

Educators have been consistently vocal in their expression of concern for the role of health education in education. One of the earlier and more important statements emanated from the 1918 report by the Commission on the Reorganization of Secondary Education appointed by the National Education Association.[9] The report declared health to be one of the seven cardinal principles of education.

The Educational Policies Commission[6] in *The Purpose of Education in American Democracy* (1938) described desired pupil outcomes in each of four groups of educational objectives: a) self-realization; b) human relationships; c) economic efficiency; and d) civic responsibility. In education for self-realization, the commission stated that the health-educated person:

1 Understands the basic facts about health and disease;
2 Protects his own health and that of his dependents; and
3 Works to improve the health of the community.

More recently, the Educational Policies Commission,[5] in *An Essay on Quality in Public Education*, stated that the elementary curriculum should, among other things, teach the essentials of safety and personal health and promote physical coordination and skill.

In a statement about the objectives of schools prepared by the American Council on Education, the objective of health education was to lead students to improve and maintain their own health and to accept their share of responsibility for protecting the health of others.[1]

Other significant bodies have emphasized the role of health education, including the White House Conference on Education in 1955.[8] In response to the question, "What should our schools accomplish?," the conference report recommended that schools help each pupil to develop physical and mental health and wise use of time, including constructive leisure pursuits.

Health is now considered to be a dynamic quality of life rather than a static entity. It is the result of the interaction of many factors and conditions.

A more recent significant statement about the outcomes of education is included in the report of the National Education Association's, *Project on Instruction*. It states, in part, ". . . the content of health instruction belongs in the school curriculum because such knowledge is necessary, is most efficiently learned in school and no other public agency provides such instruction."[7]

As the preceding statements indicate, health education has been an objective of education for many years. It is a discipline which focuses on and strives for maximum physical, mental and social efficiency for the individual, the family and the community.

Health is a broad area and it is positive in its implications. Multiple factors contribute to achievement of a state of health. The health education curriculum must be built around the biological and social facts and principles which relate to man's existence, survival and adjustment. Health education may be conceived as an applied science which rests on solid scientific and social foundations.

Facts and principles, drawn from such scientific areas as genetics, anatomy, physiology, bacteriology, microbiology and psychology, as they can be applied to human living and human health, are essential. Likewise, facts and principles arising from sociology, social psychology, anthropology, economics and political science, known to be significant in understanding health needs and problems, become equally important in the health education process. As such, health education is a discipline in which the relevant knowledge and ideas from several fields are combined and synthesized.

Health Education—A Definition

Have you ever been asked: What is health education? How does what you teach in health education relate to a child's everyday involvement with self, home, school and community? Are facts as important as attitudes in health education? In other words, have you ever been asked to put into words just exactly what you believe health education really is, or is not, and how it contributes to the total educational program of each child? Perhaps if you have not been asked by someone else, you have asked yourself questions similar to these.

Such questions must be probed until meaningful answers are set forth. While these guidelines are devoted to helping health educators, administrators and other educational personnel involved with health programming approach a better understanding of school health education, its program, methods and application, the American Medical Association and the National Education Association, through their Joint Committee on Health Problems in Education,[2] have succinctly outlined the essential elements in the definition of what health is, what it is not, and how it can relate meaningfully to the school.

Health Education Is:

Education for health for healthful living of the individual, family and community.

An academic field and subject. All of its content and objectives are intellectual and academic in nature. Its content must have meaning and purpose for students now as well as for future students.

A relatively new discipline. The natural (biological), the behavioral and the health sciences provide its foundation.

Facts, principles and concepts pertaining to healthful living. These constitute its body of knowledge.

The body of knowledge identified, organized, synthesized and utilized in appropriate courses and experiences; it is sequentially arranged to form the discipline.

Derived from sociology, psychology, educational psychology and the behavioral sciences—its purpose is to change favorably health behavior (knowledge, attitudes, practices).

A needed approach to bridge the gap between scientific health discoveries and man's application of these discoveries in daily life.

Health Education Is Not:

Hygiene of yesteryears. It is not "blood and bone" hygiene, nor is it physiological hygiene.

Anatomy of physiology or both of these combined. These fields serve as its foundation, but do not contribute the major concepts of its body of knowledge. They are necessary as background to understand health concepts applied to living.

A pure science, but an applied science. It is an applied science concerned with man's understanding of himself in relation to health matters in a changing society.

Physical education. Health education and physical education are separate and distinct fields. They have similar goals and are closely related, but their activities and the conduct of activities are completely different. Sound physical education programs properly conducted contribute to the health of the individual.

Physical fitness. It contributes to the total fitness of man. It is not synonymous with muscle fitness.

Driver education. Health education is related to driver education through its safety area. Driver education is but one facet of safety.

Contributing to the well-educated individual by providing meaningful health experiences which can change health behavior. (Educational Policies Commission, *The Purpose of Education in an American Democracy*, 1938).

Best achieved by developing the rational powers of people (critical thinking), enabling them to make wise decisions and to solve personal, family and community health problems. (Educational Policies Commission, 1961.)

Based upon and improved through basic and applied research.

Best conducted by professionally prepared health educators from accredited colleges and universities.

An integral part of the curriculum at every level and an essential element in the general education of all students.

The educational component of a school, college or university health program (instructions, services, environments).

A requirement course organized to deal with legal provisions of alcohol, narcotics and fire prevention. These are essential problems that should be incorporated with other basic problems to provide a structured course or program.

A rainy day or incidental instruction. Health education must be carefully planned and incorporated into the curriculum. It must be taught in a wholesome learning environment in which pupil activities can be carried out, particularly through problem-solving situations under the guidance of professionally prepared health educators.

Just grooming practices such as tooth brushing and hair combing. Health education has gone far beyond grooming.

What Does Health Education Mean for Your School?

Through adequate education for health, you can provide students with:

Opportunities to discuss problems of interest to them, to assess the values of others, and to identify with an adult directly interested in the problems of their age group.

The opportunity to use real problems in studying the process of critical thinking.

Interest in the health and safety aspects of their own daily activities.

A sense of responsibility for personal health.

A feeling of responsibility for community health.

A critical attitude toward advertising of health services and products.

An understanding of growth and development.

An opportunity to develop the ability to understand and interpret health information.

The knowledge and skill to understand and utilize reliable health care.

An appreciation for good health.

Pride in developing and maintaining good health.*

*This discussion of what health is and is not, and of how it can relate meaningfully to your school is reprinted with the permission of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

Factors Affecting Classroom Climate

Following are some factors which may influence the students' ability to acquire positive concepts through health education.

A Healthful School Environment

The school should be a laboratory where the individuals have opportunities to explore their own ideas and to develop personal values and understandings. Schools can contribute to the health (and educational achievement) of children and youth by making it possible for them to live healthfully while they are in school.

A Comfortable Social-Emotional Climate and an Alert Interested Teacher

The teacher guides the learning of desirable social attitudes, i.e., cooperation and fair play, as well as activities and interests to help in growth and maturity development. The teacher needs to be aware of individual health needs of students. An important part of developing a healthful school environment is the social-emotional climate which the teacher establishes in the classroom. The climate must render the student free to inquire, to question, to investigate and to discuss with both the teacher and fellow students. Any threat of embarrassment or reproof must be eliminated if the learners are to have the opportunity to develop individually according to their needs.

An Understanding of Goals for Self-Direction

Students must learn to assume responsibility for care and maintenance of their own health. After leaving school, when self-direction is required, the student will need to know how to plan and carry out a program of healthful living. To help achieve this goal, it is imperative that students be given opportunities for analysis, evaluation and application of health information through varying experiences. Without such opportunities it becomes increasingly difficult to expect that they will do so after the security of the school environment is behind them, based solely on theoretical examination of information.

Guidance in Meeting Health Problems

The health of children – physical, mental and social – depends upon what they do for themselves more than upon what is done for them. While the home and community remain the major influences in determining the health attitudes of children, it becomes the responsibility of the school to serve as a catalyst by effecting a meaningful merger of all these influences upon the life of the individual.

Meaningful Units Adapted to the Maturity Level of the Children

Programs in health education must be continuous – taught on a regular basis. The content of the program is determined by the needs and interests of the children and by the stage of growth and maturity which they have reached. Readiness is an important factor for learning.

Motivation for Learning

Before learning can be meaningful, a student's interest must be stimulated. The desire to learn is an essential prerequisite for critical thinking and the teacher is challenged to help each individual develop this desire according to his or her interests and needs. The opportunity to make decisions, to accept responsibility for choices and to aid in planning, developing and evaluating projects will increase student interest and motivation.

Opportunity to Use Real Life Situations as a Basis for Interests in Health

Health is more than a subject to be taught. It is a way of life. As such it presents daily opportunity for development of attitudes, concepts and skills that will help students to become healthier, happier individuals. Teachers can have a dynamic impact upon students if they will use these daily interactions to best advantage. To serve as an exemplar to which the learner may look with pride can be one of the teacher's greatest assets. One's actions speak so loudly that what is said can scarcely be heard.

REFERENCES

1 American Council on Education. *A Design for General Education* (edited by T. R. McConnell, Washington, D. C.: The Council, 1944).

2 American Medical Association. *Why Health Education* (Chicago, Illinois, The Association, 1966).

3 Hoyman, Howard S., "An Ecologic View of Health and Health Education," *Journal of School Health* (March, 1965).

4 Fodor, John T. and Gus T. Dalis, *Health Instruction – Theory and Application* (Philadelphia: Lea and Febiger, 1966).

5 National Education Association and American Association of School Administrators. *An Essay on Quality in Public Education.* (Washington, D. C.: The Educational Policies Commission, 1959).

6 National Education Association and American Association of School Administrators. *The Purpose of Education in American Democracy.* (Washington, D. C.: The Educational Policies Commission, 1938).

7 National Education Association. *Schools for the Sixties: A Report of the Project on Instruction.* (New York: McGraw-Hill Book Co., Inc., 1963).

8 The Committee for the White House Conference. *A Report to the President.* (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1956).

9 United States Department of the Interior, Bureau of Education, *Cardinal Principles of Secondary Education,* Bulletin 1918, No. 35, (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1918).

UTILIZATION OF REVISED GUIDELINES

These revised guidelines for comprehensive health education have been designed to offer teachers suggestions which can assist in providing varied learning opportunities for students.

While acquisition of accurate health knowledge is important, of far greater concern is formation of desirable personal and public health attitudes, values and practices. With this concern in mind, instructional objectives have been developed which are stated in measurable and/or observable terms. It is hoped these objectives will assist teachers in determining if their students are developing desirable health attitudes, values and practices.

These revised guidelines contain four major topic areas. These topics and their areas of concentration are:

1 The Body — anatomy, physiology, human growth and development, and nutrition;

2 Personal Concerns and Decisions — mental health and use and misuse of chemical substances;

3 Intra- and Interpersonal Relationships — heredity, personal development and family relationships;

4 The Environment — environmental health, disease control, consumer health and safety.

The format of these guidelines has been designed to provide the teacher with:

1 health concepts which are appropriate for the junior high student;

2 instructional objectives written in measurable and/or observable terms;

3 suggested teaching strategies and classroom activities; and

4 suggested support materials.

Concept	Instructional Objective	Suggested Activities	Media Resources
A short statement which identifies a health concern.	**Two or more statements which will assist the teacher in determining if the student has attained the health concept.**	**Suggested teaching strategies and activities which will assist the student in attaining the instructional objective.**	**Suggested support material which may be used as a teaching activity.**
The nine systems of the body are all interdependent.	The student should be able to: 1 Identify all of the body systems (skeletal, muscular, circulatory, respiratory, digestive, urinary, reproductive, endocrine, nervous).	1 Present the following Systems and Organs a) Skeletal -- bones, cartilage, ligaments and tendons. b) Muscular -- muscles. c) Circulatory -- heart, arteries, veins and capillaries. d) Respiratory -- nose, larnyx, trachae, lungs. e) Digestive -- mouth, esophagus, stomach, small intestine, large intestine. f) Urinary -- kidneys, ureters, bladder, urethra. g) Reproductive -- male and female reproduction organs. h) Endocrine -- endocrine glands. i) Nervous -- brain, spinal cord and nerves.	1 "Incredible Voyage," "About the Human Body," "I am Joe's Heart," "Human Body (entire series)," Nebraska Department of Health films.

These guidelines also contain three appendices.

> Appendix A contains ITV telelesson overviews and activities. Appendix B contains illustrations which may be used for making transparencies and reproductions. Appendix C lists Nebraska-based agencies and associations which have free or inexpensive materials available.

It should be stressed that this is only a guide. The ideas presented are intended as suggestions which schools may use as they develop a health program for junior high students. This guide does not make precise recommendations about which concepts or areas should be covered at grade three or grade four. The State Board of Education and the Department of Education have consistently stated that course content and the selection of instructional materials are concerns of each local school system. Such decisions should be based upon the specific needs and interests of the students as well as the educational philosophy of the local community.

Health education is very broad in scope and draws upon the physical, social and life sciences. Thus a comprehensive health education program is interdisciplinary in nature. Therefore, it is strongly suggested that all teachers within a school system work together to coordinate their efforts to avoid repetition or omission of content.

Innovative teachers will not limit themselves to the suggestions in these guidelines but rather will go beyond to create their own original learning situations.

Notice to Teachers and Administrators

This unit could be considered controversial in your community. Please keep in mind that this is a teacher's guide of suggested concepts and activities for junior high students. Concept and activity materials in these guidelines are not intended for student use.

Recognizing that philcsophical, religious and ethnic differences exist among Nebraska communities, the Department of Education recommends that these guidelines be examined carefully by the health education teacher and discussed with an administrator. If others in your community have an interest, seek their input and support.

These guidelines (and the guidelines for the elementary grades) have been mailed to you in loose-leaf form. This was done so that you may modify these materials to fit your school and community needs.

The Body

This unit includes the areas of anatomy and physiology, human growth and development and nutrition.

The body is truly a marvelous machine. Presentation of these concepts will help the student to better understand how it works and will help him/her to become a health-educated individual.

Concept

1 The nine systems of the body are all interdependent.

Instructional Objectives

The student should be able to:

1 Identify all of the body systems (skeletal, muscular, circulatory, respiratory, digestive, urinary, reproductive, endocrine, nervous).

2 Explain the function of each of the nine systems.

3 Explain the interdependence of the systems.

Suggested Activities

1 Present the following material:

Systems and Organs

a) Skeletal -- bones, cartilage, ligaments and tendons.
b) Muscular -- muscles.
c) Circulatory -- heart, arteries, veins and capillaries.
d) Respiratory -- nose, larynx, trachae, lungs.
e) Digestive -- mouth, esophagus, stomach, small intestine, large intestine.
f) Urinary -- kidneys, ureters, bladder, urethra.
g) Reproductive -- male and female reproduction organs.
h) Endocrine -- endocrine glands.
i) Nervous -- brain, spinal cord and nerves.

Functions

a) Skeletal -- forms framework, supports and protects internal organs.
b) Muscular -- produces movement, protects internal organs.
c) Circulatory -- carries nutrients, oxygen and other materials to all parts of the body.
d) Respiratory -- brings air to body and removes carbon dioxide.
e) Digestive -- prepares food for body use and eliminates material that cannot be used.
f) Urinary -- removes waste products.
g) Reproductive -- continues human race.
h) Endocrine -- helps the nervous system regulate body function.
i) Nervous -- regulates activities of all systems of the body.

Media Resources

1 "Incredible Voyage," "About the Human Body," "I am Joe's Heart," "Human Body (entire serics)," Nebraska Department of Health films.

2 Transparency masters in Appendix B: skeletal, muscular, circulatory, respiratory, nervous, endocrine, digestive systems. (See p. 103—109.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
2 The senses require continuous care.	The student should be able to: 1 Identify vision, hearing, taste, touch and smell as the five senses. 2 Explain the need for periodic vision and hearing examinations. 3 Give a reason why one may neglect to wear prescription glasses. 4 Identify the health hazards associated with neglecting to wear glasses. 5 Identify examples of safety devices found in industry and sports for protecting the sense organs.	1 Explain that 85 per cent of what people learn comes through the eyes. Most people take vision for granted, but 90 million Americans have some vision malfunction and one million are functionally blind. 2 "Can you see" or "have you seen" is a normal part of everyone's speech. Ask the class to identify song titles that include words that refer to vision such as "look," "see," "eyes." Examples: "I was looking back to see," "Can't take my eyes off of you," "I can see clearly now." 3 Ask the students if any of them wore glasses when they were younger and do not now need them. This happens frequently and may be encouraging to those who dislike wearing glasses. 4 Survey the class to find how many wear glasses. Ask if there is anyone who should wear glasses who doesn't. Why not? Ask the class how important wearing glasses is to making friends.	1 "The Eyes and Seeing," a Nebraska Department of Health film. 2 Refer to Appendix C (p. 113) for materials available from the Nebraska Society for the Prevention of Blindness.

Concept	Instructional Objectives	Suggested Activiites
3 The endocrine system supports the delicate hormone balance necessary for normal body functions.	The student should be able to: 1 Identify by name and location at least three endocrine glands. 2 Identify the secretion of hormones as the main function of the endocrine glands. 3 Explain that these hormones are secreted into the blood stream and are then carried to all parts of the body. 4 Explain that hormones are necessary for normal body functions.	1 Using the transparency master in Appendix B (p. 93) have students identify the location and functions of the glands of the endocrine system. 2 Ask the students to investigate disorders of the endocrine system. These include cretinism, goiters, Addison's disease, diabetes, pituitary midgets, pituitary giants, acromegaly (enlargement of the head, hands, feet).

Concept	Instructional Objectives	Suggested Activities	Media Resources
4 Adolescence is a time of physical and emotional change. *Note:* *Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. Check your school's policy regarding this matter.*	The student should be able to: 1 Explain that puberty is a normal and natural occurence. 2 Explain that the age when one reaches puberty varies according to the individual. 3 Identify male physical changes that take place during puberty. (Hair on face, chest, armpits, pubic area; deepening of voice, broadening of shoulders, increase in height; production of sperm and semen) 4 Identify female physical changes that take place during puberty. (Hair in armpits and in pubic area; development of breasts; widening of hips) 5 Explain that during puberty there is an increase in feelings about persons of the opposite sex.	1 Discuss with the class the changes that occur during adolescence. Be sure to include the emotional and social changes as well as physical changes. 2 Have the students prepare a growth and development chart. Age Year Height Weight 9 1971 10 1972 11 1973 12 1974 13 1975 14 1976 Allow the students an opportunity to graph their growth and development. 140 lbs. 120 lbs. 100 lbs. 80 lbs. 60 lbs. Age 9 10 11 12 13 14	1 "Changes," ITV lesson. (See Appendix A, p. 75.)

Concept	Instructional Objectives	Suggested Activities
5 The nervous system is the control center for human action (voluntary and involuntary) and sensations.	The student should be able to: 1 Identify the brain, spinal cord and nerves as the major parts of the nervous system. a) Identify the cerebrum, cerebellum and medulla oblongata as the three main parts of the brain. b) Explain that the cerebrum is the center for control of voluntary actions. c) Explain that the cerebellum is the part of the brain that controls balance and coordination of the muscles. d) Explain that the medulla oblongata regulates the involuntary actions -- the heart, lungs, stomach and vital organs. e) Identify the spinal cord as a part of the nervous system that extends from the brain stem down the length of the back. f) Describe a reflex action as a quick, automatic action directed by the spinal cord.	1 Use the transparency master in Appendix A (p. 95) to locate the cerebrum, cerebellum and medulla oblongata. 2 Discuss the progressive effect of alcohol on the brain. Use the transparency master to explain that alcohol effects begin at the front of the brain, affecting reason and judgment, then move to the speech area and the area that controls the senses. Eventually the cerebellum is affected, causing loss of coordination, and finally the medulla, which governs respiration and heartbeat, stops functioning.

Concept	Instructional Objectives	Suggested Activity	Media Resources
6 Digestion is the process of changing food into a form that can be absorbed and that absorption.	The student should be able to: 1 Identify the mouth, esophagus, stomach, small intestine, large intestine, rectum and anus as the major parts of the digestive system. 2 Identify the function of the digestive system -- to break down food substances which can then be absorbed into the blood stream. 3 Explain that digestion begins in the mouth: a) The teeth begin the actual physical breakdown by chewing; b) Muscles in the lips, cheeks and tongue assist the teeth; and c) The saliva which contains enzymes begins the chemical breakdown of starch to sugar. 4 Explain that the esophagus is the tube which carries the food from the throat into the stomach. 5 Explain that in the stomach food is broken down into a thick liquid called "chyme." a) Hydrochloric acid breaks down protein; and b) Enzymes break down carbohydrates and fat. 6 Explain that the large intestine moves undigested material on to the rectum. 7 Explain that the rectum is a passageway through which undigested food substances are eliminated from the body.	1 Explain that the digestive system is complicated and subject to many disorders. Have the students select and research a particular digestion disorder and report (verbally or in writing) to the class. Digestive disorders include ulcers, appendicitis, constipation, cancer.	1 "How a Hamburger Turns Into You" and "Food for Life," Nebraska Department of Health films

Concept	Instructional Objectives	Suggested Activities	Media Resources
7 Proper nutrition is necessary for the body to function at its best.	The student should be able to: 1 Explain that proper nutrition means adequate daily servings from the meat, dairy, fruit and vegetable, and bread and cereal food groups. 2 Identify carbohydrates, proteins, fats, vitamins and minerals as the nutrients available from food. 3 Explain that these nutrients are necessary for the body to function at its best: a) Carbohydrates -- quick energy foods; b) Fats -- slow-burning foods that supply energy over a long period of time; c) Minerals -- build hard bones and teeth and help regulate body processes; d) Vitamins -- regulate body processes and prevent disease; and e) Water and roughage -- needed for proper functioning of the digestive and waste system. 4 Explain that anemia, rickets, pellagra, scurvy and beriberi are diseases caused by lack of certain nutrients. 5 Select one of the diseases in 4) and describe the cause, treatment and preventive measures for it.	1 Have the students make food charts by drawing a large circle and dividing it into seven sections. Label the sections carbohydrates, proteins, fat, vitamins, minerals, roughage, water. As a class, make a long list of various types of foods. In each section of their charts, have the students write the names of the foods which supply that nutrient. Some foods will be listed in more than one section -- milk, for example, will come under protein, calcium, fat and water. Have the students underline the names of foods they eat regularly. Do any of the students have charts that have no underlined foods? What does this tell about the health habits of that student? 2 Special diets are often necessary for people with specific medial problems such as heart disease, ulcers or diabetes. Ask the students to contact local or state health departments, volunteer agencies and local doctors for information concerning these special diets; share the information in class.	1 "You and Your Food," a film from the Nebraska Department of Health. 2 "To Your Good Health," ITV lesson. (See Appendix A, p. 76.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
8 Dieting practices may affect mental and social health.	The student should be able to: 1 List reasons for eating. 2 Explain the effects of dietary practices on mental health. 3 Explain how proper dietary practices affect relationships with others.	1 Discuss why we eat. Include discussion about the use of food for non-nutritional purposes. (Social, recreational, for pleasure, for consolation) Discuss alternative ways to handle these occasions. 2 As a class, discuss the relationship of mental health and nutrition. How might one improve mental attitudes through better nutrition? 3 Ask each student to survey friends and family concerning the following dietary practices: a) Do peers influence your food selection? How? b) Would you date a person who is too fat or too thin? c) Do you feel sorry for fat people? d) Do you think society places too much emphasis on physical appearances?	1 "The Best You Can Be," ITV lesson. (See Appendix A, p. 77.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
9 Food value may be altered through preparation and processing.	The student should be able to: 1 Explain that most vitamins are water-soluable and affected by heat, light and air. 2 Explain various ways that food can be prepared to prevent loss of food value: a) Avoidance of overcooking. This causes loss of nutrients; b) Prompt refrigeration or freezing of perishable and frozen foods; c) Prompt storage of leftovers; and d) Secure wrapping of food that is to be refrigerated.	1 Meats and low-acid vegetables canned by the "cold pack" method can carry with them a deadly form of food poisoning called botulism. Have the students investigate the symptoms, causes and methods of preventing this form of food poisoning. 2 Much recent controversy has centered around food additives. Food additives include vitamin and mineral supplements, preservatives, flavoring agents, color additives, stabilizers and thickeners. Have the students investigate the need, safety, cost and effect of food additives.	1 "Read the Label and Set a Better Table," a film from the Nebraska Department of Health. 2 Refer to Appendix C (p. 113) for print materials available from the Food and Drug Administration and the Nebraska Department of Health.

Concept	Instructional Objectives	Suggested Activities	Media Resources
10 Healthy teeth and gums are important to digestion, appearance, speech and enjoyment of life.	The student should be able to: 1 Explain that teeth aid digestion, appearance and speech. 2 Identify gingivitis (gum inflammation) as the greatest cause of tooth loss in adults. 3 Identify steps to follow for good dental health.	1 Teeth are easily taken for granted until problems develop. In addition to what everyone already knows about dental care -- brushing after meals, limiting sweets and visiting the dentist regularly -- there are other steps to good dental health. Present the following: a) Eating a balanced diet is essential. Vitamins A and C are especially important for healthy gums; b) Flossing is necessary to remove food between the teeth; c) Brushing the gums is essential to prevention of gum disease; and d) Using alcohol or tobacco excessively can contribute to gum disease; smokers and drinkers have more gum disease than non-users of tobacco and beverage alcohol.	1 "Take Time for Your Teeth," a film from the Nebraska Department of Health.

Personal Concerns and Decisions

This unit includes mental health and the use and misuse of chemical substances.

Good mental health usually includes understanding and liking one's self, understanding and sharing with others and being able to cope with the everyday demands of life. A connection is obvious between one's state of mental health and the decision to use or misuse drugs.

The material in this unit is presented to help the student become informed, aware of self and able to make critical decisions.

Concept	Instructional Objectives	Suggested Activities	Media Resources
1 You are a "self" involving physical, mental and emotional components.	The student should be able to: 1 Write a description of his/her physical, mental and emotional self. 2 Explain how these components are interrelated.	1 Ask each student to draw a self-portrait describing himself/herself physically, mentally and emotionally. The portrait needn't be artistic but should communicate to others how the student views himself/herself. 2 Although persons are a "self" comprised of physical, mental and emotional components, all behave differently at different times. Often behavior depends on the people one is with at a particular time. Ask each student to complete the following: a) To me, I am . . . .; b) To my family, I am . . . .; c) To my peers, I am . . . .; d) To my special friend, I am	1 "That's Me" and "To Be a Person," films from the University of Nebraska-Lincoln Instructional Media Center. 2 "Different Folks," ITV lesson. (See Appendix A, p. 78.) 3 Transparency master in Appendix B: "The Whole Me," (See p. 110.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
2 It is important to recognize that all people are different, with varying abilities.	The student should be able to: 1 Identify examples of his/her special abilities. 2 Identify examples of special abilities he/she sees in others. 3 Identify examples of abilities he/she would like to have.	1 Pass out copies of "Animal School." (See p. 113.) After the students have read the story, discuss the abilities of the animals in the story and relate this to humans. 2 Ask each student to complete the following sentences that deal with differences in people: a) Differences in people that bother me are . . . . ; b) Differences in myself that bother me are . . . . ; c) Differences in myself that I can accept and am proud of are . . . . ; d) When people are treated differently by my peers I feel . . . . ; and e) Differences in people that I can accept are . . . . Allow time for students to share and discuss their statements.	"How Are You?" and "Being Different," films from the Nebraska Department of Health. 2 "Friendly Game," a film from the University of Nebraska-Lincoln Instructional Media Center. 3 "My Friend," ITV lesson. (See Appendix A, p. 79.) 4 Handout master in Appendix B: Animal School. (See p. 111.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
3 Behavior choices carry responsibilities for consequences.	The student should be able to: 1 Select a particular behavior such as smoking and identify the various consequences. 2 Define defense mechanisms or psychological maneuvers that are used to avoid personal responsibility for consequences. 3 Identify and give an example of at least two types of defense mechanisms. 4 Explain why defense mechanisms are not effective.	1 Explain to the class that defense mechanisms are psychological tricks that people use when unable or unwilling to face a problem realistically. Discuss: defense mechanisms are ways of saving face; they are not always an effective means of problem solving; everyone uses them occasionally. 2 Divide the class into appropriate groups and dramatize examples of each of the following mechanisms: a) Rationalization -- making excuses for things that happen to us that hide the truth a bit; b) Projection -- accusing another person of one's own inadequacies; c) Conversion -- converting emotional tension into a physical symptom such as a headache; d) Compensation -- adapting a substitute activity when one is unable to achieve his/her real goal. e) Denial -- refusing to admit the problem or situation exists; and f) Regression -- turning back to a less mature stage of development.	1 "Who Cops Out," a film from the University of Nebraska-Lincoln Instructional Media Center. 2 "Who Wins," ITV lesson. (See Appendix A, p. 80.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
4 Help is sometimes necessary in resolving one's problems.	The student should be able to: 1 Review the decision-making process. 2 Identify situations when people give help. 3 Identify situations when people should seek help. 4 Identify the consequences of offering and receiving help.	1 Present the decision-making process: a) Identify the problem; b) Identify the alternatives; c) Identify the consequences of each alternative; d) Choose the best alternative; and e) Act on that decision. 2 Ask the students to keep a record of the following information: things they can do themselves; situations they have experienced which require help from others; situations when they feel they should give help to others. Discuss the type of problems they have that often require help for resolution. 3 Select five or six children to participate in a staged argument. Take these selected students aside and instruct two of them to participate in a heated argument and ask the others to take note of the reactions of the rest of the class. Tell these selected students that they must not let the others know what they're doing. Ask the two who are to stage the argument to plan what they are to argue about and how to begin. Tell those who are to observe to be aware of and record the following types of reactions from the rest of the class: a) students just standing and watching; b) students thinking it was funny; c) students going for help; d) students trying to interfere; and e) students trying to stop the fight. After the "dispute" is over, discuss the feelings of the arguers and the class members. Many of the students will be aware that help is sometimes necessary in solving problems and will see just how willing they are to help others.	1 "Help!" and "The Clique," ITV lessons. (See Appendix A, p. 81 and 82.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
5 Many chemical substances have been useful and helpful to humankind.	The student should be able to: 1 Identify control, treatment and prevention as three positive uses of chemicals. 2 Identify examples of diseases that are controlled in the U. S. because of development of chemicals. 3 Identify examples of substances that when properly used benefit humankind. 4 Identify substances that if improperly used are harmful. 5 Explain that it is each individual's personal decision whether to use or misuse drugs.	1 Most chemicals are of benefit according to these categories: a) Control of a particular condition or pain. (Aspirin and insulin are examples of such chemicals.) b) Treatment of or cure of a particular disease. (Penicillin and all the antibiotics) c) Prevention of disease. (Measles, polio vaccine) 2 Review the decision-making process presented in the previous concept. Identify a drug that is medically beneficial when used properly but is harmful if misused. (Aspirin, cough medicine, tranquilizers, diet pills) Set up a situation when a decision must be made whether to use or misuse this drug. Ask the class to use the decision-making process to decide.	1 "Drugs - Help and Harm," ITV lesson. (See Appendix A, p. 83.) 2 Refer to Appendix C for printed material available from the Nebraska Department of Health and the Nebraska Department of Education.

Concept	Instructional Objectives	Suggested Activities	Media Resources
6 Chemicals are misused for various reasons.	The student should be able to: 1 Explain that drugs are misused for physical reasons (dieting, getting to sleep, staying awake, controlling pain). 2 Explain that drugs are misused for emotional reasons (feelings of not being loved, wanted or needed). 3 Explain that drugs are misused for social reasons (to get along and be accepted by the group, or as an act).	1 Divide the class into thirds. Assign each group a role-play situation that illustrates the physical, emotional and social reasons for misusing drugs. For example, a) Physical reasons. Present the overweight business person who is very vocal about the misuse of drugs by today's youth. However, he uses over-the-counter diet pills to control his weight and tranquilizers to help handle daily pressures. b) Emotional and social reasons. Present the person who is a member of a school team (football, swimming, gymnastics). The school does not allow its team members to smoke yet there is peer pressure to do so. Role-play answers to this dilemma.	1 "Drugs, the First Decision" and "11:59, Last Minute to Choose," films from the Nebraska Department of Health. 2 "Trying Times," ITV lesson. (See Appendix A, p. 84.)

13

Concept	Instructional Objectives	Suggested Activities	Media Resources
7 Chemical substances affect individuals in different ways.	The student should be able to: 1 Identify the following classifications of chemical substances: stimulants, depressants, psychedelics, narcotics, tranquilizers. 2 Describe how each of these affect the body.	1 Discuss the following: a) Stimulants affect the central nervous system and increase functional activity. This classification includes amphetamines, cocaine, cigarettes, tobacco, chocolate, caffeine. b) Depressants (sedative - hypnotic) depress the central nervous system and have a calming effect. This classification includes barbiturates, alcohol, inhalants, marijuana. c) Psychedelics disorganize nerve functions and affect the brain's screening processes. d) Narcotics manifest both depressant and excitory effects on the nervous system. They can induce sleep and relieve pain. This classification includes opium, heroin, morphine, codeine. e) Tranquilizers and Antidepressants.	1 "Drug Information Series," films from the Nebraska Department of Health. 2 "Are Drugs the Answer?" and "Easy Way Out," films from the University of Nebraska-Lincoln Instructional Media Center. 3 "Route 1" and "The Party's Over," ITV lessons. (See Appendix A, p. 85 and 86.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
8 Prolonged use of chemical substances may lead to physical or psychological dependency.	The student should be able to: 1 Define dependency as heavy reliance on something. 2 Explain that physical dependency occurs when a person's body comes to depend on a drug. 3 Explain that psychological dependency occurs when a person's mind comes to depend on a drug.	1 Ask the students to make a list of substances that they are dependent upon for various reasons. A list would include such substances as a particular food, chewing gum, soda pop, coffee, cigarettes, alcohol, any other drugs. Have the students identify the substances which could create a physical dependency and/or a psychological dependency. 2 After the students have identified substances they are dependent upon, have them consider: a) Can one become psychologically dependent upon any substance? b) How might becoming psychologically and/or physiologically dependent upon a substance change day-to-day living?	1 "Everybody's Goin' Where I've Been," a film from the Nebraska Department of Health. 2 "Dependency," ITV lesson. (See Appendix A, p. 87.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
9 Use of alcohol may affect personal social health.	The student should be able to: 1 Explain how use of alcohol may affect one's personal health. 2 Explain how use of alcohol may affect one's social health.	1 Alcohol is a widely used beverage accepted by society. People use alcohol for a variety of reasons. For many, this is not a problem. However, some persons misuse alcohol and this has definite effects on their personal and social health. Consider the following problems associated with the misuse of alcohol: it can lead to crime; it is costly; it is harmful to the body; it has a bad affect on family life; it affects work; it damages friendships; it causes many accidents. As a class, add to this list. Rank the list according to those problems which are most harmful to personal and social health, on down to those which are least harmful. 2 Many people are affected by someone who misuses alcohol. Consider the people who are most directly affected by a problem drinker -- the drinker's family, friends and co-workers. Discuss the following situation: You are a ninth grader and the only one in your family who is aware that your older brother has a drinking problem. Should you talk to someone about it? Who?	1 "Alcohol and the Human Body" and "Alcohol - A New Focus," films from the Nebraska Department of Health. 2 "Barbara Murray," ITV lesson. (See Appendix A, p. 88.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
10 Alcoholism is currently recognized as a disease which can be treated.	The student should be able to: 1 Define an alcholic as one whose drinking repeatedly interferes with his normal life. 2 Explain that alcoholics require medical and psychological treatment. 3 Identify organizations that help alcoholics and their families.	1 Defining an alcoholic is not an easy task. It means anyone who has any kind of problem with drinking, anybody whose drinking repeatedly interferes with his/her life in any way. In either small groups or individually have the students describe physically, mentally, emotionally and socially what they imagine to be the lifestyle of an alcoholic. 2 Successful treatment of the alcoholic is a complicated process and usually involves medical and psychological treatment as well as a great deal of emotional support from friends and family. Ask the students to investigate and report on: Alcoholics Anonymous, Alanon, Alateen, antabuse, and detoxification.	1 "Like Father, Like Son," ITV lesson. (See Appendix A, p. 89.) 2 Refer to Appendix C (p. 113) for print material available from the Nebraska Department of Public Institutions and the Nebraska Department of Health.

Concept	Instructional Objectives	Suggested Activities	Media Resources
11 Many diseases are more commonly found in smokers than in non-smokers.	The student should be able to: 1 Identify the diseases that are more commonly found in smokers than in non-smokers -- cancer of the lung, larynx, lip, oral, cavity, esophagus, chronic bronchitis and emphysema, heart disease.	Death rates within all age groups for these causes of death -- all cancer, lung cancer, heart and circulatory and coronary heart disease -- are greater for smokers than for those who have never smoked regularly. This information was presented in the U. S. Surgeon General's Report in 1964. The conclusion of the report is "cigarette smoking is a health hazard of significant importance in the U. S." Because of this report all cigarette packages must carry a warning and cigarette advertising is now banned from television. 1 Ask the class to rewrite the warning on cigarette packages to make it more effective. 2 Despite all these health statistics millions continue to smoke. As a class list the reasons that people give for their smoking habit. This list would include: enjoying the taste, helping relaxation, everybody else smokes, peer pressure, habit. Discuss these reasons and then decide which have the greatest influence on the junior high student.	1 "A Breath of Air," a film from the American Cancer Society Nebraska Division.

Notice to Teachers and Administrators

This unit could be considered controversial in your community. Please keep in mind that this is a teacher's guide of suggested concepts and activities for junior high students. Concept and activity materials in these guidelines are not intended for student use.

Recognizing that philosophical, religious and ethnic differences exist among Nebraska communities, the Department of Education recommends that these guidelines be examined carefully by the health education teacher and discussed with an administrator. If others in your community have an interest, seek their input and support.

These guidelines (and the guidelines for the elementary grades) have been mailed to you in loose-leaf form. This was done so that you may modify these materials to fit your school and community needs.

Intra- and Interpersonal Relationships

This unit includes heredity, personal development and family relationships.

Many junior high students have false information and misconceptions concerning their own growth and development. This information is presented to help them realize what's going on inside their bodies and how that influences their relationships with others.

Concept	Instructional Objectives	Suggested Activities	Media Resources
1 An individual's personality is primarily influenced by the family.	The student should be able to: 1 Identify various types of family structures. 2 Explain the similarities and differerences within these family structures. 3 Identify influence on personality as a basic function of the family.	1 Discuss various family structures. For example: a) one-parent family; b) no-parent family; c) childless family; and d) family with adopted children. 2 Though family structures vary, their functions remain similar. The main functions include providing physical care, meeting emotional needs and influencing personality development. Discuss the different ways that various family structures would perform these similar functions. 3 Have the students consider each of the following and explain the part the family plays in their development: a) a particular hobby; b) a certain talent; c) eating habits; d) leisure activities; and e) attitudes toward such things as money, education, jobs, material possessions.	1 "No Man Is an Island," a film from the University of Nebraska-Lincoln Instructional Media Center. 2 "Two Sons" (Family Communications), ITV lesson. (See Appendix A, p. 90.)

Concepts	Instructional Objectives	Suggested Activities	Media Resources
2 Families should contribute to the well being of all of their members.	The student should be able to: 1 Define what a family is. 2 Explain how families contribute to the physical well being of their members. 3 Explain how families contribute to the emotional well being of their members.	1 Ask each student to illustrate his/her idea of what a family is. Encourage the student to picture this in painting, sculpture, a booklet, posters or collage. 2 All persons have certain basic needs of food, shelter and safety. For most people these needs are taken care of by the family. Discuss the ways various families provide for these basic needs. 3 Families do much more than just meet physical needs. Members offer each other the emotional support that is basic to well being. Ask each student to describe ways they have of letting their families know how much they care for each other.	1 "To Be a Man" and "To Be a Woman," films from the University of Nebraska-Lincoln Instructional Media Center. 2 "Family Matters" and "No Trespassing," ITV lessons. (See Appendix A, p. 91 and 92.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
3 A family member's role and responsibility changes as he/she grows and matures.	The student should be able to: 1 Identify the roles he/she plays in the family. 2 List the various responsibilities he/she has in his/her family. 3 Explain how these roles and responsibilities change as he/she grows and matures.	1 Ask each student to make a list of the various family roles and functions he/she performs within these roles. Role — Function son/daughter — helper, friend grandson/granddaughter — errand boy brother/sister — rival cousin — friend, tennis partner 2 Have the students mark their papers in half. On one side ask them to list the responsibilities they now have and on the other half list the responsibilities they would like to have. Ask for volunteers to read their lists to the class and discuss how to go about attaining new responsibilities.	1 "Who Cares," a film from the Nebraska Department of Health. 2 "Double Trouble" and "Pressure Makes Perfect," ITV lessons. (See Appendix A, p. 93 and 94.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
4 Dating allows boys and girls opportunities to understand each other.	The student should be able to: 1 Identify dating as an opportunity for boys and girls to get to know each other. 2 Identify some of their values concerning dating. 3 Identify potential problem situations involving in dating. 4 Identify methods of dealing with rejection.	1 Conduct a class poll on the following values concerning dating: a) Should girls call boys? b) Should girls ask boys for a date? c) Should one be of a certain age in order to date? d) Should one get parent permission before accepting a date? e) Should one kiss on the first date? 2 Select students to act out the following role-play situations: a) Asking a girl/boy out on a date; b) Meeting a date's parents for the first time; c) A date, illustrating what one talks about; and d) How a person says "no" when asked for a date. Discuss the feelings one has when refused a date. 3 Have students discuss the ways people deal with rejection such as withdrawing, acting as if it doesn't matter, getting mad, taking it out on someone else, becoming depressed.	1 "Getting Closer," ITV lesson. (See Appendix A, p. 95)

Concept	Instructional Objectives	Suggested Activities	Media Resources
5 Each individual is unique.	The student should be able to: 1 Explain that everyone is a genetically unique individual (identical twins are the exception). 2 Identify ways that everyone is different from everyone else. 3 Identify traits that are genetically determined and some which are under environmental control.	1 Because everyone has a unique biological pattern, no two persons are exactly alike. Discuss the ways everyone is different from everyone else. For example, no two persons have the exact same fingerprints, footprints, handwriting, smile, voice, thoughts, ideas. 2 Identical twins are the result of a single fertilized egg which has split. They have the same genetic coding and are physically the same in almost every way. However, heredity does not determine an individual's total personality. Environment plays an important role in this development. Ask the class if they know any sets of twins and discuss the environmental factors that would have an effect on their physical, mental and social development.	1 "You and Only You," ITV lesson. (See Appendix A, p. 96.)

Concept	Instructional Objectives	Suggested Activities	Media Resources

6 Heredity determines the potential for growth and development.

Note:

Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. Check your school's policy regarding this matter.

The student should be able to:

1 Define heredity as the physical characteristics passed from parents to child.

2 Explain that these inherited characteristics are carried by sets of genes.

3 Explain and differentiate between dominant and recessive genes.

4 Identify the following physical characteristics determined by heredity; height limit; color of hair, eyes and skin; general body build; shape of hands, feet, face and ears; shape of mouth; blood type; particular diseases; and longevity.

1 Present the following information on recessive and dominant gene combinations.

Blue-eyed mother
(recessive) bb
Brown-eyed father
(dominant) BB

	B	B
b	Bb	Bb
b	Bb	Bb

All offspring will be brown-eyed.

Blue-eyed mother
bb
Brown-eyed father
Bb

	B	b
b	Bb	bb
b	Bb	bb

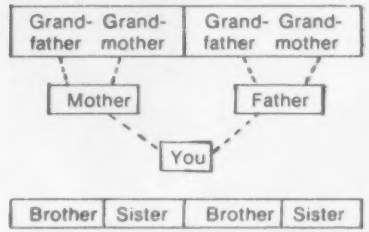
Equal probability for brown or blue eyes.

Brown-eyed mother
Bb
Brown-eyed father
Bb

	B	b
B	BB	Bb
b	Bb	bb

3 out of 4 probability Brown
1 out of 4 probability Blue

2 Have the students select a particular hereditary characteristic such as color of eyes, hair or skin, and trace the characteristic throughout his/her family. Use a form similar to the following for the tracing.



1 "Blueprint for Life" and "Human Heredity," films from the Nebraska Department of Health.

Concept	Instructional Objectives	Suggested Activities	Media Resources
7 The human being develops from the union of single cells. *Note:* *Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. Check your school's policy regarding this matter.*	The student should be able to: 1 Define an egg cell as a sex cell produced by the female. 2 Define the sperm cell as the sex cell produced by the male. 3 Define fertilization as the union of the egg and sperm.	1 Invite a high school biology teacher, school nurse or local medical doctor to assist in teaching this concept. They can provide excellent assistance in group discussion and question and answer periods. 2 Discuss with the class that human life starts with the fertilization of an ovum (egg) by a single sperm. The ovum is approximately 1/1000 of an inch in size yet even at this minute size it is 90,000 times larger than a sperm. However, this ovum and the sperm contribute equally to the hereditary make-up of the new life.	1 "Fertilization and Birth," a film from the Nebraska Department of Health.

Concept	Instructional Objectives	Suggested Activities	Media Resources
8 The embryo continues to grow and develop. *Note:* *Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. Check your school's policy regarding this matter.*	The student should be able to: 1 Explain that when cell division takes place the fertilized egg becomes an embryo. 2 Explain that within four to six days the embryo attaches itself to the uterus. 3 Explain that the mother provides the embryo with nutrients necessary for growth and development. 4 Explain that these nutrients pass from the mother via the placenta and the umbilical cord.	1 Most publishers of health or health science textbooks have materials designed for classroom use. However, for teachers not having access to such teaching aids, the following briefly outlines the major parts and functions of the male and female reproductive systems. A. Major parts of the male and female reproductive systems 1 female -- ovaries, Fallopian tubes, uterus and vagina 2 male -- testes, vas deferens and penis B. Major functions 1 Ovaries and testes produce sex hormones and sex cells; 2 Fallopian tubes and vas deferens transport sex cells to other parts of the system. Usually it is here that the sperm and the ovum unite; 3 The uterus houses the fertilized ovum; 4 The vagina is the birth canal through which the baby passes; 5 The penis passes sperm and urine outside the body.	1 "Fertilization and Birth," a film from the Nebraska Department of Health.

Concept	Instructional Objectives	Suggested Activities	Media Resources
9 Normal birth occurs when the fetus is developed sufficiently to survive. *Note:* *Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. Check your school's policy regarding this matter.*	The student should be able to: 1 Explain that from the third month of development the embryo is known as a fetus. 2 Explain that during the fourth, fifth and sixth month the fetus gains weight very quickly. 3 Define the time from fertilization to birth as the gestation period. 4 Explain that the gestation period for humans is approximately 280 days. 5 Explain that when sufficiently developed the uterus contracts to push the fetus out of the birth canal.	1 Present the following information on the developing ovum. Stage — Size — Weight At fertilization -- barely visible at 2 mo. apr. 1" Less than 1 oz. at 4 mo. apr. 8" apr. 8 oz. at 6 mo. apr. 14" apr. 32 oz. at 7 mo. apr. 16" apr. 48 oz. at 8 mo. apr. 18" apr. 80 oz. at 9 mo. apr. 20" apr. 112 oz. 2 Most births are normal and involve no complications. However, this is not always the case. Present the following information. a) Breech birth. The baby's backside or feet are at the opening of the vagina instead of its head. Therefore these parts emerge first. Although more difficult, this type of birth is common and usually proceeds with no ill effects. b) Cesarean birth. The baby is removed via a surgical opening made through the abdomen and the uterus. Again this procedure involves few risks to mother or child because of modern medical techniques.	1 "Barnett the Child" and "A Child is Born," films from the Nebraska Department of Health.

The Environment

This unit includes environmental health, disease control, consumer health and safety.

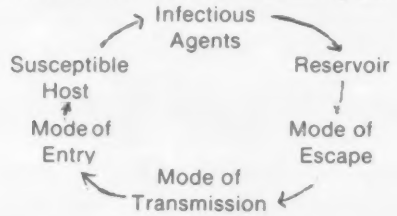
The environment is defined as everything outside one's self. It is a big world, comprising many things which have a very direct effect on people. This material will help students gather correct information, become aware of all alternatives and make health-wise decisions.

Concept	Instructional Objectives	Suggested Activities	Media Resources
1 The environment affects humankind; humankind affects the environment.	The student should be able to: 1 Define environment as the non-hereditary forces that affect humankind's existence. 2 Identify examples of how the environment affects humankind. 3 Identify examples of how humankind affects the environment.	1 Ask the students to make a list of all the things in their environment. A list of this type could include such general items as food, air, water, shelter, clothes. However, since the environment is all non-hereditary things, detailed list of everything that's in the environment would be endless. 2 Litter, pollution, population crisis and energy shortage are terms often seen in newspaper headlines. Ask the students to write their own headlines and newspaper stories describing humankind's responsibility concerning various environmental problems.	1 "Eco System: Network of Life," "The Ascent of Man," "Clay-Origin of the Species," "The Time of Man," films from the University of Nebraska-Lincoln Instructional Media Center.

Concept	Instructional Objectives	Suggested Activities	Media Resources
2 The health of all forms of life may be seriously affected by pollution.	The student should be able to: 1 Identify various types of environmental pollution. 2 Explain how life is affected by these various types of environmental pollution. 3 Select a particular environmental problem, identify its source, its effect and what is currently being done to solve it.	1 As a class, have the students identify various types of environmental pollution. This would include air, water, land, people, noise, radiation, thermal pollution. 2 After completing the list in 1), ask each student to individually prioritize the list according to the problem he/she feels is of greatest importance on down to that which is least important. Have the students share their lists and attempt a consensus. 3 A serious environmental concern is people pollution or the problem of over-population. In the first century A.D. the earth's population was approximately 250 million. Today the world's population is about 3.5 billion and unless some changes occur it will be 7 billion by 2000. Have the class consider the many effects that increased population has on food, housing, jobs, availability of resources, physical, mental and social health of society.	1 "Health and the Cycle of Water," a film from the Nebraska Department of Health. 2 "Air Pollution - Take a Deep, Deadly Breath," "Death Be Not Loud," "Noise Bloom," films from the University of Nebraska-Lincoln Instructional Media Center. 3 "The Pollution Problem," ITV lesson. (See Appendix A, p. 97.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
3 Wide use of pesticides is a complex problem.	The student should be able to: 1 Identify the positive benefits of pesticide use (control of disease and increased food supply). 2 Identify the hazards of pesticide use (accidental ingestion, contamination of air, water, food, and soil, and danger to marine life and wildlife).	1 Pesticides were developed to protect and control diseases such as malaria, yellow fever, plague and typhus. Millions are alive because of the development of pesticides to kill the carriers of these diseases. However, because pesticides are poisons their use has created problems. Ask the class to name some of these problems. 2 Birds, fish and other living things have been killed because of the use of certain pesticides. With this information in mind, ask each student to write a reaction to this statement: "The use of all pesticides should be discontinued because they endanger all forms of life.	1 "The Silent Spring of Rachael Carson," a film from the University of Nebraska-Lincoln Instructional Media Center. 2 "Pesticides," ITV lesson. (See Appendix A, p. 98.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
4 Radiation presents an environmental problem.	The student should be able to: 1 Explain that a certain amount of background radiation is normal. (Cosmic rays and nuclear radiation from mineral deposits.) 2 Identify medical X-rays and the nuclear power industry as sources of radiation which have caused environmental concern. 3 Explain that ill effects from radiation result when the accumulated exposure, from all sources, reaches a certain level (15 roentgens). 4 Identify some of the ill effects of excessive exposure to radiation. 5 Explain preventive measures that are taken to reduce exposure to radiation.	1 The great increase in radiation exposure has resulted from greater use of medical and dental X-rays. Ask the students to research and evaluate the benefits and dangers of this radiation in their lives. 2 Ask the students who have had X-rays taken to describe the protective procedure used to reduce exposure to radiation.	1 "Radiation," ITV lesson. (See Appendix A, p. 99.)

Concept	Instructional Objectives	Suggested Activities
5 A cause-and-effect relationship is evident in the cycle of most diseases.	The student should be able to: 1 Explain the infectious disease cycle. 2 Explain how the cycle can be broken to stop the spread of disease.	1 Present the infectious disease cycle:  Definitions: a) Infectious Agents. For an infectious disease to occur there must be an infectious, causative agent. Agents include microorganisms such as bacteria, fungi, viruses, protozoa and rickettsiae. b) Reservoir. A place where the agents live, grow and multiply. People, animals, food and soil serve as reservoirs for many agents. c) Mode of Escape. For the infectious process to continue the agent must escape from the reservoir. This escape may occur during coughing, sneezing, breathing or elimination of waste material. d) Mode of transmission. Means by which disease is passed. There are two main types of transmission -- direct and indirect contact. Direct contact is necessary when the agent is not able to live outside the reservoir for a long period of time. Close -- but not necessarily physical -- contact must occur. Indirect contact means the agent is able to live outside the reservoir for an indefinite period of time. Insects, water, milk and food often serve as vehicles of indirect transmission. e) Mode of entry. The agent must gain entry into a new host. In humans, the natural body openings serve as the mode sites of entry. f) The susceptible host. This is the final step in the disease process; however, if there is an effective level of resistance or immunity the body will be able to ward off the disease invasion. 2 Explain that infectious diseases follow a definite cycle. The spread of disease can be broken if the cycle is interrupted at any point. Generally, disease control is directed towards eliminating the agent, interrupting the transmission or increasing resistance.

Concept	Instructional Objectives	Suggested Activities	Media Resources
6 There are various defenses against disease.	The student should be able to: 1 Identify the skin as the first line of defense against germ invasion. 2 Describe how the mucous membrane traps disease-causing micro-organisms. 3 Describe how white blood cells fight organisms. 4 Identify examples of active immunity. 5 Identify examples of passive immunity.	1 Present the following information: People are constantly exposed to disease-causing organisms. The following defenses are responsible for resistance to disease: a) Skin. Most of the body is covered with a protective layer of skin and the only way most organisms can enter is through a break in the skin or through one of the natural openings. b) Mucous Membrane. The natural body openings are lined with a mucous membrane. This membrane secretes "mucous," a sticky substance which traps organisms. c) Antibodies. These are compounds produced by the body to destroy or remove harmful microorganisms from the body. d) Immunity. Natural immunity is inheritance of specific antibodies to a particular disease. Acquired immunity results when the body makes specific antibodies for a particular disease either by having the disease, or because of an injection. Both stimulate the body to form these antibodies.	1 "Immunization," a film from the Nebraska Department of Health. 2 "Disease Defenses," ITV lesson. (See Appendix A, p. 100.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
7 Several infectious diseases can be transmitted during sexual contact. *Note:* *Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. Check your school's policy regarding this matter.*	The student should be able to: 1 Name syphilis and gonorrhea as venereal diseases which are transmitted by sexual intercourse. 2 Identify syphilis and gonorrhea as leading communicable diseases in the U.S. 3 Explain that one does not build up an immunity to these diseases. 4 Identify the symptoms of syphilis and and gonorrhea. 5 Explain that for effective treatment venereal diseases must be considered and treated just as any other communicable disease.	1 Ask the students to contact the Nebraska Department of Health to find out which communicable diseases must be reported by doctors. Obtain a current listing of these reportable diseases and note the ranking for syphilis and gonorrhea. 2 Have the students make a list of the similarities and differences in symptoms, effects on the body, causative agents, tests and treatment between syphilis and gonorrhea. 3 Contact the Nebraska Department of Health and request a visit from one of their health representatives. The representative can offer information regarding VD in Nebraska.	1 "VD — A New Focus," "VD — Attack Plan," "VD — Truth and Consequences," "A Half Million Teenagers," films from the Nebraska Department of Health. 2 "VD Questions — VD Answers," a film from the University of Nebraska-Lincoln Instructional Media Center. 3 Refer to Appendix C (p. 113) for print material available from the Nebraska Department of Health.

Concept	Instructional Objectives	Suggested Activities	Media Resources
8 Cancer is a major health problem in America.	The student should be able to: 1 Define cancer as an uncontrolled growth of abnormal cells. 2 Name different types of cancer. 3 Identify cancer as the second greatest cause of death in America. 4 Identify personal environmental factors which have been implicated in the development of cancer.	1 List and discuss the following types of cancer: leukemia (cancer of the blood); cancer of the bladder, breast, colon-rectum, larynx, lung, mouth (and other oral cancers), skin, prostrate, uterus. 2 Discuss the following environmental factors associated with the development of cancer: a) Air pollution -- smoke, fumes from automobiles, trucks, busses, industrial plants, other modern irritants. b) Radiation -- an increased incidence of leukemia has been charted in people exposed to large amounts of radiation; and c) Chemicals -- pesticides and food additives are suspect in the development of cancer.	1 "Cancer," a film from the Nebraska Department of Health. 2 Refer to Appendix C (p. 113) for materials available from the Nebraska Department of Education, the Nebraska Department of Health and the American Cancer Society Nebraska Division.

Concept	Instructional Objectives	Suggested Activities	Media Resources
9 Early detection is most important in curing cancer.	The student should be able to: 1 Identify the seven danger signs of cancer. 2 Explain the need for early cancer detection.	1 Present and discuss the seven danger signs of cancer: a) A sore throat that doesn't heal; b) Prolonged hoarseness or cough; c) A lump or thickening in the breast or elsewhere; d) Indigestion or difficulty in swallowing; e) A change in a wart or mole; f) A change in bowel or bladder habits; and g) Unusual bleeding or discharge. 2 Survival rates for different types of cancer are listed below: Have the class note the importance of early detection and identify the danger signs for each of these types of cancer.	1 "From One Cell," a film from the American Cancer Society Nebraska Division.

	Early Detection	Late Detection
Bladder	69%	21%
Breast	85%	53%
Colon-rectum	69%	39%
Larynx	71%	32%
Lung	29%	9%
Oral	75%	25%
Prostrate	66%	53%
Uterus	81%	45%

Concept	Instructional Objectives	Suggested Activity
10 Disease control and disease prevention are the responsibility of each individual.	The student should be able to: 1 Identify responsibilities that each individual has toward disease control and prevention: proper personal health, habits of diet, exercise and sleep; up-to-date vaccinations; and regular and periodic medical check-ups.	1 Ask the class, "Who is responsible for your health?" You will probably get a variety of responses including parents, family doctor, school nurse. Hopefully, some will say "I am." Discuss this further to help students realize they are indeed responsible. Their parents, the doctor and the nurse are available to help but it is up to them to decide just what their health habits and attitudes will include.

Concept	Instructional Objectives	Suggested Activities	Media Resources
11 Wise selection of medical products and services is important in maintaining good health.	The student should be able to: 1 Identify the following rules for selection of health products: disregard high-power advertising; read labels for ingredients and directions for use; and follow the recommendations of a physician. 2 Identify the following rules for selection of health services: ask people you trust for names of health professionals; and in a strange community consult the county medical center for the name of a competent physician.	1 Present the following information concerning medical specialists: a) Pediatrician. Specializes in child care; b) Dermatologist. Specializes in skin, hair and scalp disorders; c) Obstetrician. Specializes in care of women during pregnancy. d) Orthopedist. Specializes in disorders of bones and joints; e) Surgeon. Specializes in performing operations; and f) Psychiatrist. Specializes in mental disorders. 2 Many people think that a general practitioner or "family doctor" offers the best health care. The doctor gets to know individuals well, their families and their complete medical history. Others think specialists offer the best health care. They are experts in their particular fields and are aware of the most recent research and procedures. Ask the class which position they agree with. Do family doctors and specialists often work together? How? 3 Have the class bring in labels from over-the-counter drugs. Analyze these labels and identify all the information listed on the label. Why is all this information necessary? What additional information should be included?	1 "Health Decisions," ITV lesson. (See Appendix A, p. 101.) 2 Refer to Appendix C (p. 113) for print materials available from the U.S. Food and Drug Administration.

Concept	Instructional Objectives	Suggested Activities	Media Resources
12 Self-diagnosis and self-treatment can endanger health.	The student should be able to: 1 Explain when it is wise to seek outside medical advice. 2 Identify the following as dangers involved in self-treatment: a) Cover up of symptoms of a more serious disorder; and b) Inadequate treatment. 3 Identify the information that is found on over-the-counter drugs.	1 No one should be expected to run to the doctor with every ache or pain. However, there are times when it is wise to consult a doctor. Present the following reasons to see a doctor to the class: a) If an ache or pain continues for several days; b) If a fever continues for several days or the temperature climbs as high as 102 degrees; c) If there is extreme pain; d) If a common illness lasts for more than several days; and e) If there are sudden bodily changes such as fainting, unexplained bleeding or unexplained change in weight. 2 Many over-the-counter drugs are effective when used safely. However, it's imperative that label directions be followed very carefully. Have the students bring in labels and note the following information: a) Dosage. How much to take and how often (for both adults and children). b) Warning. "Keep out of reach of children" or "may be habit forming." c) Ingredients. For example, thephylline 4 mg, ephedrine 8 mg. d) Control Number. For example, oo43-0501. e) Expiration Date. May, 31, 1976, for example.	1 "Health Decisions," ITV lesson. (See Appendix A, p. 103.)

Concept	Instructional Objectives	Suggested Activities	Media Resources
13 Advertising affects purchase of health products.	The student should be able to: 1 Identify advertising as a factor which influences purchase of health products. 2 Identify and describe at least five of the recognized advertising appeals.	1 Present the following types of advertising appeals: a) Snob Appeal. Presents the idea that if one uses a particular product, he/she will become a member of the elite or privileged few; b) Testimonial. Well-known personalities extoll the values and benefits of a particular product; c) Rewards Appeal. Stamps, prizes, coupons are offered in an attempt to get the consumer to try a product; d) Humor Appeal. Presents funny skits, songs and jingles to make a product seem more attractive; e) Just Plain Folks Appeal. Stresses the natural, plain and unadorned, a return to nature or to the "good ole days." f) Scientific Evidence Appeal. Doctors and scientists (actors dressed in white) profess the medical or scientific virtues of a product; g) Bandwagon Appeal. Presents the idea that "everybody's doing it" and don't you be left out. These advertising techniques are used in magazine, newspaper, billboard, radio and TV advertising. Have each student locate an example of each of the above types of advertising appeals.	1 "Consumer Power: Advertising," a film from the University of Nebraska-Lincoln Instructional Media Center.

Concept	Instructional Objectives	Suggested Activities	Media Resources
14 Quackery can be identified.	The student should be able to: 1 Define a quack as an incompetent person who pretends but does not have medical knowledge and skill. 2 Identify the following as ways that quackery can be identified: a) A quack may offer a product as a "secret cure"; b) A quack may offer a product that "cures" many different conditions; and c) A quack may offer a cure for a disease for which there is no known cure. 3 Explain that millions of dollars are spent annually on worthless treatments and devices.	1 Ask the students to research the following aspects of quackery: The Hoxsey treatment for cancer; Perkins Patent; Tractors; Lydia Pinkham's vegetable compound. Have the students report what the product or devise supposedly cures, and the dangers of becoming involved with this type of quackery. 2 Have the students create their own posters attempting to sell their own particular quack device or product.	1 "For Your Own Protection," ITV lesson. (See Appendix A, p. 102.) 2 Refer to Appendix C (p. 113) for print material available from the U. S. Food and Drug Administration.

Concept	Instructional Objectives	Suggested Activities	Media Resources
15 Many agencies protect and inform the public.	The student should be able to: 1 Identify at least three state organizations which serve the health needs of the public. 2 Identify at least one service offered by each of these state organizations. 3 Identify at least three federal health organizations which protect the health of the public (United States Food and Drug Administration, United States Department of Agriculture, Social Security Administration, National Institute of Health).	1 Individually or as a class have the students write to one or more of the following state departments to ask for information identifying how these departments serve the health needs of the public: a) Nebraska Commission on Drugs State Capitol Lincoln b) Nebraska Department of Environmental Control P. O. Box 94653 Lincoln c) Nebraska Department of Health 1003 'O' Street Lincoln d) Nebraska Department of Public Welfare 1526 'K' Street - 4th Floor Lincoln	1 "Decent Burial," "How Our Town Saved the River," "A Land Betrayed," "Cities in Crisis: What's Happening," films from the Nebraska Department of Health. 2 "For Your Own Protection," ITV lesson. (See Appendix A, p. 102.)

Concept	Instructional Objectives	Suggested Activities
16 Accidents are caused and many are preventable.	The student should be able to: 1 Define an accident as an unplanned act or event resulting in injury or death to persons or in damage to property. 2 Explain that accidents are influenced by human factors and environmental factors. 3 Identify human factors (emotions, alcohol, physical fatigue, age, drugs, medication) which contribute to accidents. 4 Identify environmental factors (weather, road conditions, equipment condition, time of day) which contribute to accidents. 5 Explain that accident prevention means controlling both the behavior of individuals and environmental factors.	1 Analyze an accident to discover its cause and how it might have been prevented: a) Learn about the car, equipment or tool that was involved in the accident; b) Study the behavior of the individuals involved; c) Analyze the environment; and d) Identify the cause and what could have been done to prevent the accident. 2 Ask the students to identify their favorite recreational activity (swimming, camping, cycling, hunting, sports). Have each student analyze the activity and explain through role play or story telling how human and environmental factors affect safe participation in this activity.

Concept	Instructional Objectives	Suggested Activities
17 Many factors are involved in prevention of motor vehicle accidents.	The student should be able to: 1 Identify the behavior of the driver as the most important factor in preventing accidents (alcohol, speed). 2 Identify the condition of the vehicle as a contributing factor. 3 Identify the environment as a contributing factor (weather).	1 Within recent years, added emphasis has been placed on the safety of vehicles. Attention is being paid to safety items such as seat belts, shoulder harnesses, padded dashboards, recessed steering-wheel posts. Have the students research the use, nonuse and positive or negative effect of these devices on reducing injuries and saving lives. 2 Attempts have been made to identify the "accident prone" individual. This individual is usually defined as one who because of inherent and persistent behavior tendencies is repeatedly involved in accidents. Ask interested students to gather information on this theory and share it with the rest of the class.

Concept	Instructional Objectives	Suggested Activities	Media Resources	74
18 Carefully prepared emergency plans are important to safety.	The student should be able to: 1 Identify the following: emergency phone numbers; emergency exit from every room in his/her house; and a designated meeting place once outside the house. 2 Explain and demonstrate the following self-help procedures: mouth-to-mouth resuscitation and care for bleeding, shock, burns and poisoning.	1 Present the following care procedures for bleeding and burns: a) Bleeding 1) Apply dressing or pad over wound; 2) Apply direct pressure (use hand if a dressing is not available); 3) For a limb wound, elevate the limb above heart level; 4) If blood soaks through the dressing, do not remove but apply more dressing; and 5) Continue the procedure until bleeding stops. b) Burns Types of Burns: First degree - area of burn is red; Second degree - area of burn is red and blistered; and Third degree - area of burn is charred. 1) Apply cold water if burn is first or second degree. 2) Cover area with clean cloth and seek medical help for a third degree burn.	1 "The Breath of Life," a film from the Nebraska Department of Health.	

APPENDIX A

CHANGES

Cross reference: Concept 1:4, page 22.

Summary of the Telelesson

David and Susanna are twins. As adolescents, both know about bodily changes, but neither is comfortable with the social aspects of growing up.
Susanna has run out of sanitary napkins and, for the first time, cannot depend on her mom to buy them for her. She is terribly embarrassed about having to go to the drugstore, but she finally works up enough courage to make her purchase.
Meanwhile David, who has not matured physically as fast as Susanna, has promised one of the bigger boys a treat. David thinks he can borrow money for the treat from Susanna.
The boys follow Susanna, and intercept her as she is leaving the drugstore. When she refuses David's request, he tries to grab her package. During the scuffle, the boys discover her purchase, and the three young people find themselves in a touchy social situation.

Follow-up Activities

1 Ask students to make a list of the parts of their bodies that have changed the most since they were in the fifth grade.

Discuss as a class:

Why do changes take place in the body?
Why are there differences in timing and rate of maturing? How does this affect you?
What are the physical changes of a male? What are the psychological effects of those changes?
What are the physical changes of a female? What are the psychological effects of those changes?

Ask students to review their lists, think about the class discussion, and then answer for themselves:

What do I understand about myself and others?
What have I learned?

2 Students might invite a cosmetologist to come to class to demonstrate the proper cosmetic treatment of the skin, hair and nails. Students could volunteer for the demonstration. A physician or nurse might be invited to visit and explain the biological aspects of body changes and the effects of those changes. For students to gain more insight, a psychologist could explain emotional effects of the biological changes.

3 This is a discussion activity that should be used acording to the needs of the class. It would be helpful to ask the school nurse, a psychologist, a counselor, a few parents and a physician to join in the discussion. Divide the class into small groups and let one adult lead each group's discussion of such questions as:

What constitutes a good diet and why is it important, particularly during adolescence?
Why do people have blemishes and how should you care for your skin?
Why do females menstruate and develop breasts?
Why does a male's voice change?
What determines the size and shape of the various parts of the body?
Why is the endocrine system important during this age and how does it affect you physically and mentally?
Why do your emotions seem so changeable during this time?

After each group has discussed the questions, the groups may want to get together to share their thoughts.

4 Ask students to bring several cosmetic or hygienic products to class. Fix up a corner of the classroom like a store. Student volunteers might sell the items to others, discussing the different brands and why they picked one product rather than another. Discuss as a class what the product could do for the purchaser, and whether they should purchase the product. Students might consult consumer reports for articles about unsafe products, and generate their own "Teenage Products Consumer Report."

TO YOUR GOOD HEALTH

Cross reference: Concept 1:7, page 25.

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To identify a diet high in cholesterol as a high risk factor in heart and coronary disease.

2 To explain that saturated fats tend to raise the cholesterol level.

3 To explain that polyunsaturated fats tend to lower the cholesterol level.

4 To present a diet low in cholesterol and saturated fats as a recommended means to reduce the risk of heart attack.

THE BEST YOU CAN BE

Cross reference: Concept 1:8, page 26.

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To identify mental and social reasons for eating.

2 To illustrate how being overweight can affect mental health.

3 To illustrate how being overweight can affect social health.

4 To present methods of dealing with a weight problem.

Additional Content:

I Mental and social reasons for overeating
- A Boredom
- B Loneliness
- C Nervousness
- D Snacking
- E Compensation for failures in life
- F Habit

II Mental and social disadvantages of being overweight
- A Poor self-concept
- B Sensitivity to ridicule
- C Limits certain activities

III Methods of dealing with a weight problem
- A Diet to reduce calorie intake
- B Increase activities to burn up calories and firm muscles
- C Compensate by strengthening other physical, mental and social attributes

DIFFERENT FOLKS

Cross reference: Concept 2:1, page 31.

Summary of the Telelesson

Wally and Glenda Barnum have worked out their marital relationship in a way that they feel is reasonable and fair. Glenda is a veterinarian who produces most of the family's income. Wally is an illustrator of children's books who works at home and does the major portion of the housework. The children, Judy and Matt, are assigned to help with ironing, vacuuming, dishwashing and other tasks.

The arrangement has worked smoothly until recently. Matt has begun to feel uneasy as he compares his family to those of his friends. When his friends tease him about his dad's alleged femininity, Matt becomes angry and rebellious. He confronts Wally by saying, "The way you let Mom turn you into a housewife is just ... not normal." When his dad's response is not satisfactory, Matt rides off on Wally's motorcycle to prove his own (and his dad's) masculinity.

When Wally and Glenda finally find Matt with his friends, all the boys learn that apparent sex roles can be deceiving.

Follow-up Activity

1 Put this or a similar list of categories on the board.

scientists	artists
explorers	newscasters
philosophers	statesmen
judges	novelists
entrepreneurs	inventors

Ask students to write as many names of actual people as they can for each category (three minutes). Now have them put an "F" beside each woman's name listed. If they did not have a woman in each category, ask them to list one.

Discuss:

Why did or didn't you think of women's names for each category?
Are the learning materials available to us (such as textbooks) slanted more towards one sex than the other? How can you tell? Give some concrete examples.
How do schools affect our thinking about roles and achievements of men and women?

Students might select a female and a male from one category and report to the class the contributions that these people have made.

Ask students to put an "M" by each job they think of as a male occupation, and an "F" by the ones they would classify as female:

doctor	coal miner
nurse	electrician
pilot	elementary school teacher
typist	plumber
soldier	hair stylist
prison warden	telephone operator
bus driver	homemaker

Now, through discussion, determine how the majority of students classified each and why. For example, if most students classified doctor as "M" was it because there are more male doctors or because they feel men are better suited to be doctors than women are? Has the class stereotyped sex roles? Do they think stereotyping should be prevented, and if so how could they personally help prevent it?

MY FRIEND?

Cross reference: Concept 2:2, page 32.

Summary of the Telelesson

Virgil, a young Navajo, and Eddie, a young Caucasian, have been the best of friends for most of the time they have been in grade school. Living in a sparsely settle area of southern Utah, they have fished, hunted, helped each other with chores, played games together and had the run of each other's homes. As the boys leave their rural elementary school and begin junior high, both sense that their close relationship may change. That prophecy is fulfilled as Virgil's people try to persuade him to stay away from "Whitey," and Eddie is pressured by white members of the basketball team to give up his friendship with Virgil. Both boys are harassed by the other ethnic group.
In the final scene, Virgil is attacked by several white students while a confused Eddie stands by and watches. Virgil, dazed by the beating and the betrayal, says to Eddie bitterly, "Shikis! (friend) ... yeaah!"

Follow-up Activity

1 Many of the opinions that people hold are based on their "feelings" about things. Incomplete knowledge, fear of the unknown and ideas that have been picked up from others without careful personal thought all contribute to our opinions. A preconceived opinion or feeling -- formed beforehand without factual knowledge, thought or reason -- can be called a "prejudiced" opinion. It is important to point out to students that a "prejudiced" opinion may be either favorable (Bach is the greatest composer who ever lived) or unfavorable (all classical music is boring).
To help them begin to think about how they form their own opinions, have each student privately complete a questionnaire similar to the one below. Explain to students that there may be disagreement about what is the "right" answer, and that when they have completed this activity it is possible they will be confused about their own opinions. However, this activity is intended to help them become AWARE of their opinions, and to help them realize that there are many aspects to be considered when forming opinions.
After each student has completed the questionnaire, have a class discussion, concentrating on the following ideas:

If there are differences of opinion, who is right? Why?
Could some of these statements be interpreted as prejudicial statements?
What facts are the basis for your decisions?
What were your feelings when you were answering each?
How did you arrive our opinions? Are your opinions based on facts (books, research), based on "feelings," or based on what adults or friends have told you?
What are you feelings when someone disagrees with you? Agrees with you?
Have you ever consented to do something you really did not believe in? Why?
How do you feel when you are the only one who holds a certain opinion? What do you do? Do you try to change people's minds? Why?

What do you Think?	Agree	Disagree	Don't Know
Boys shouldn't wear long hair.			
Girls should not wear halter tops to school.			
Children should respect their parents.			
You should not date anyone of a different religion.			
Males should not change diapers.			
Women should not play football.			
People should not drink or smoke.			
Everyone should have an education.			
Men and women should have separate bathroom facilities.			
You should not steal for any reason.			
Families should not adopt a child from another ethnic group.			
If a father is a doctor, his son should follow in his footsteps and be a doctor too.			
If your family is religious and goes to church, you should go too.			

Students may wish to discuss these questionnaires with others outside the classroom, comparing their own opinions with the opinions of others. Parents, grandparents, brothers and sisters, friends and neighbors would all provide interesting comparisons.

WHO WINS?

Cross reference: Concept 2:3, page 33.

Summary of the Telelesson

Lenny and Brant are friendly enemies, at least when it comes to photography. They have been competitors for some time, although lately Brant has come out ahead. Brant has been needling Lenny about that, only increasing Lenny's determination to win.

Both boys enter a photography contest to vie for a $25 savings bond and a chance to take pictures for the town paper for a week. Lenny takes what he thinks is a prize winning photo. Unfortunately, during a scuffle in the darkroom when Brant tries to get a peek, the negative is ruined. As the deadline for entries arrives, Lenny is faced with a difficult decision. Should he enter his second best picture, enter a picture taken by his uncle who is a professional photographer (clearly against the rules), or give up?

What Lenny decides to do is not revealed, but he has a big smile on his face as he presents his entry to the contest judge.

Follow-up Activities

1 This activity is intended to help students recognize moral dilemmas, as well as other kinds of conflicts, in literature. Such recognition will enrich their reading and expand their awareness of the complexities involved in deciding what is right and what is wrong.

In Thrall, Hibbard and Holman's *Handbook to Literature*, conflict is defined as the struggle between two opposing forces in the plot of any form of fiction (short story, novel, drama). The four different kinds of conflict are: 1) human against nature as in Jack London's works; 2) human against human as in Stevenson's *Treasure Island*; 3) human against society as in Dickens' novels; or 4) human conflicts within self as in Twain's *Huckleberry Finn*. Most fictional works contain more than one of these, and moral conflicts are often the central ones.

Have students tell about some conflicts (with emphasis on moral ones) in works of fiction they have read.

2 Ask students to develop skits that illustrate moral dilemmas. Their dilemmas should include a real conflict for the central character and a number of moral issues raised by the conflict. A good dilemma will cause controversy in the class about what the central character ought to do. After the skits have been presented to the class, have the class decide what action should be taken to resolve the dilemmas. Here are some general moral issues with which students might want to work:

Shoplifting. (Whether to do it or not, even though it may be the "in" thing. Whether or not to report someone else for shoplifting.)

Various forms of cheating in school. (Is it ever justified? What about a student who's been ill and can't catch up or the one under terrific parental pressure?)

Lying. (Are there instances when it's a necessary evil?)

Consumer dilemmas. (Selling a car with bad brakes. Turning back the odometer before a trade-in.)

Illegal drug usage or use of harmful legal ones. (What are an individual's responsibilities?)

HELP

Cross reference: Concept 2:4, page 34.

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To present the decision-making process.

2 To identify situations when one should give help.

3 To identify the consequences of offering and giving help.

4 To identify factors which may influence the decision to help or not to help.

Steps in the decision-making process:
a) Identify the problem.
b) Identify all possible alternatives.
c) Identify consequences of each alternative.
d) Choose the best alternative.
e) Act on that decision.

THE CLIQUE

Cross reference: Concept 2:4, page 34.

Summary of the Telelesson

Having just moved to Santa Fe from Chicago, Janet is pleased to have found a friend like Tina. They seem perfect for each other. They like to do the same things, and have fun as a twosome whether swimming, listening to music or window shopping downtown. Perhaps best of all, each allows the other the freedom to go her own way.

By accident Janet meets Marie, the leader of a group of youngsters that seem to really have fun. Janet is accepted by the group and is pleased. For a while she is swept along by the camaraderie, the activities and the excitement. Soon though, she finds that the group requires her to give up some of her independence. They also ask that she give up her friendship with Tina. Further, she is told to do some things she doesn't believe in. When she protests, Marie, as leader, feels she must bring Janet into line. What Janet does, and Marie's response, are left for classroom discussion.

Follow-up Activities

1 Have students identify a group, club or society that they would like to belong to. Have them prepare letters, speeches or poems that they could submit to the group, explaining why they would like to join.

2 The roles a person plays often influence one's concept of self, but those roles are distinct from one's actual identity. To demonstrate this idea, have each student make several fan masks using paper plates mounted on sticks. Each mask should represent one aspect of the student's personality as that trait appears in different group settings. Ask students to write skits showing a person seeking to become a member of a group (a clique, a club, a team). Students act out the skits using their masks, changing the way they act in a group by changing the masks covering their faces.
After the skits consider:

How did wearing one mask compared to another influence how you acted or felt?
How did you feel when you took the mask off?
Do people wear invisible masks? Why?
How are a person's personality traits influenced by a group? Do these personality traits change as we move from being part of one group to another group?

3 What demands should groups make on an individual? The class might study different types of groups (military, business organizations, clubs, schools) and how individuals relate to those organizations, particularly those people who do not seem to fit in.

4 Divide the class into groups of seven or eight. Each group stands in a tight circle and locks arms. One person from the group remains outside the circle and tries to break into the circle in a reasonable way (persuasion, trickery, physical force). The group tries to keep that person out. When the outsider succeeds, he or she becomes a part of the circle and someone else is excluded.
Discuss as a class:

How did you feel trying to break in? Did you ever feel desperate? Why?
How did you feel when you were trying to keep someone out of the circle?
How did it feel to fail? To succeed?
Compare your techniques for breaking in with the techniques of others.
Compare physical exclusion to "psychological" exclusion.

DRUGS — HELP AND HARM

Cross reference: Concept 2:5, page 35.

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To identify control, treatment and prevention as three positive uses of drugs.

2 To identify examples of diseases that are under control in the U. S. because of the development of chemicals.

3 To identify examples of drugs that when properly used are of benefit to society.

4 To identify substances that if improperly used are harmful.

5 To explain that it is each individual's decision whether to use or misuse a drug.

TRYING TIMES

Cross reference: Concept 2:6, page 36.

Summary of the Telelesson

In spite of the long, hot trip on a bus, Meg is excited about visiting her fourteen-year-old cousin Julie. At twelve and a half, Meg is not yet a grown-up teenager, but her parents trusted her to make the trip to the city and she feels mature and confident.

As Meg and Julie become reacquainted, Meg feels anxious and curious when she discovers that Julie has taken up smoking. Though she has some doubts, Meg asks Julie to teach her to smoke. Julie is reluctant, but finally decides that Meg will be more acceptable to her friends if she knows how to smoke.

That evening the girls attend a party in the park. Julie's friends urge Meg to join the group that is drinking. As the pressure to try alcohol builds up, the confidence and maturity Meg felt earlier in the day vanishes. Suddenly the flashing red light and siren of a police car break up the gathering and she is saved from having to make a decision. When Julie and Meg breathlessly arrive home Julie gushes excitedly, "Didn't we have a great time? Hey, you didn't get to try the booze, did you? Don't worry, we have the whole vacation." Meg doesn't answer, but her expression is eloquent.

Follow-up Activity

1 Most people are concerned about what other people think of them. This exercise should help students clarify how others influence their own behavior. Prepare a handout for students to do individually without signing. Collect handouts and redistribute so that students' lists remain anonymous. Tabulate responses on the blackboard.

Who Counts the Most?

How important are the opinions of each of these people in determining what you do? (A rank of 1 is high. A rank of 6 is low.)

	Self	Brothers/ Sisters	Parents/ Guardians	Best Friend	Other Friends	Other Adults
How you dress?	.....	.....	.....	.....	.....	.....
How hard you work in school?	.....	.....	.....	.....	.....	.....
What career you want?	.....	.....	.....	.....	.....	.....
If you smoke?	.....	.....	.....	.....	.....	.....
How you wear your hair?	.....	.....	.....	.....	.....	.....
What you do outside of school?	.....	.....	.....	.....	.....	.....
If you date?	.....	.....	.....	.....	.....	.....

Who influences you the most? _____

Compare results with other members of the class, and discuss why the answers may be different.

ROUTE 1

Cross reference: Concept 2:7, page 37.

This ITV lesson was not available to the developers of these guidelines at press time. The Department of Health, Education and Welfare, producer of this lesson, has provided this content summary:

Summary of the Telelesson

The lesson introduces an eight grade science class at Jackson Junior High School and their study of different kinds of alcohol. Patches, a St. Bernard suffering with a hangover from accidental drinking at a wedding reception is featured. His arrival at the school triggers a discussion of hangover cures and, more importantly, of factual information about alcohol. Animation is used to show the route of alcohol through the body and its effect on the brain and other body systems.

THE PARTY'S OVER

Cross reference: Concept 2:7, page 37.

This ITV lesson was not available to the developers of these guidelines at press time. The Department of Health, Education and Welfare, producer of this lesson, has provided this content summary:

Summary of the Telelesson

While continuing their studies about alcohol, some Jackson Junior High boys decide to crash a small slumber party being given by one of the girls. Fred and his friends bring along wine and beer "to liven things up." The quiet slumber party is soon turned into a disruptive scene with the young hostess Sarah unable to control or quiet Fred. The return of Sarah's parents does manage to quiet Fred, and the rest of the party. The film introduces the problems associated with peer pressure.

DEPENDENCY

Cross reference: Concept 2:8, page 38.

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To define drug dependence as a psychological and/or physical dependence which arises following chronic administration of a drug.

2 To define psychological dependence as the emotional motivation to continue the use of a drug because it gives pleasure or because it releases real or imagined pain.

3 To explain that one can become psychologically dependent on any substance.

BARBARA MURRAY

Cross reference: Concept 2:9, page 39.

This ITV lesson was not available to the developers of these guidelines at press time. The Department of Health, Education and Welfare, producer of this lesson, has provided this content summary:

Summary of the Telelesson

A substitute teacher, Barbara Murray, finds her class at Jackson Junior High involved in a discussion of whether alcohol is "good" or "bad." A defensive nondrinker, Miss Murray tries to avoid discussion of her views on alcohol by turning the discussion to the history of alcohol. An animated clip depicts various cultural and religious customs regarding the use of alcohol. The remainder of the film alternates between Miss Murray's examination of her attitudes toward alcohol and the class discussion of why people do or do not drink. This film illustrates that peer pressure acts to influence adults in much the same way that "The Party's Over" showed its influence on youth.

LIKE FATHER, LIKE SON

Cross reference: Concept 2:10, page 40.

This ITV lesson was not available to the developers of these guidelines at press time. The Department of Health, Education and Welfare, producer of this lesson, has provided this content summary:

Summary of the Telelesson

Jim, a student at Jackson Junior High, recognizes that his father is a problem drinker. Jim tries to approach his father on the topic, but each time the concept of alcoholism is raised his father becomes unreasonable and belligerent. After a particularly explosive scene Jim's father apologizes and promises to change. This film also suggests methods of rehabilitation and sources of help.

TWO SONS

Cross reference: Concept 3:1, page. 45.

Summary of the Telelesson

"Try to understand ... please?"
"Greg, I really understand how you feel!"
With this heartfelt plea and a father's change from anger and bitterness to an expression of empathy for his son, a tension-filled automobile ride ends.
Viewers have accompanied Jim Senior, Jim Junior and Joyce, the mother, as they return Greg — "Bummy" — home from the county jail where he had been held by the sheriff for entering a deserted house. The atmosphere in the car is charged with emotion as the family tries to handle this crisis situation, painfully aware of their inadequate relationships.
Through flashbacks and the family's conversation, it becomes clear that inadvertently Jim Junior has been molded into the "good boy," while Greg has been tagged the family scapegoat. This unrecognized "casting" has brought these well-intentioned people to their present difficulty.
As the program ends, Jim Senior's attitude seems to have changed. Perhaps there is a chance that the family members have recognized the problem and are ready to begin dealing with it — and each other.

Note to Teachers:

Because of the "flashback" nature of this program, it might be helpful to discuss with students the following chronological sequence of events in the basic plot.

1 Greg gives an older person money to buy liquor.
2 Greg, Jim Junior and their friends drink in an alley.
3 Jim Junior tells parents that Greg was the one who got the liquor for them.
4 Greg runs away from home.
5 Greg hitchhikes.
6 Greg breaks into abandoned house.
7 Greg is picked up by sheriff.
8 Parents come to jail to take Greg home.
9 Greg, Jim Junior and parents drive home from jail.

Follow-up Activities

1 Discuss the program in general. Give each student a chart similar to the one below to complete individually. Students then work in small groups to produce a composite chart. Finally, groups share their charts, and produce a class chart.

Situations	Feelings of Person(s) Involved			
	Greg	Mother	Father	Brother
Greg's arrest at abandoned house				
Greg in jail				
Family at sheriff's office				
Greg and mother at carry-out stand				
Riding home in car				
Broken tailpipe				
Brother's drinking in ally				
Jim Junior blaming Greg for buying the liquor				
Mother fixing dress for daughter				

Discuss the class chart. How were feelings similar or different for the people in each situation? Overall?
Have students individually repeat the exercise, imagining that *their* parents, brother(s) and sister(s) were involved instead of Greg's. How would they act and feel in these situations? Students may voluntarily share their thoughts or may prefer to do this as a private activity.
Invite parents to see the program, discuss it and complete the two charts. Students should then sit down with their parents, compare charts and discuss the similarities and differences.

2 Have students prepare a television commercial or magazine ad that illustrates effective family communication, and that tries to encourage people to enroll in a course for effective family communication. What would the course teach? How would it teach these things? Students might look at works on parenting by Haim Ginott, Richard A. Gardner and others.

FAMILY MATTERS

Cross reference: Concept 3:2, page 46.

Summary of the Telelesson

Andy is a teenager who feels that her parents are not listening to her problems. Her parents are divorced and Andy is caught in the cross fire as they attempt to hurt each other by competing for her affection. Andy knows it is possible to have family support even though parents are divorced, because she sees a positive example in the family of her friend Diane.
Andy invites both of her parents to watch her swim in an important race. Neither parent knows the other is there, and an unpleasant confrontation occurs. Andy is accused of trying to get her parents back together. Then, when she disobeys her mother and visits her father, another argument results. However, the incidents may have been the first steps toward a happier family situation for Andy.

Follow-up Activities

1 In a class discussion (or in written form) ask students to compare and contrast "Family Matters" with their favorite television show(s) about family groups. The discussion should include these points:

Communication (parent-parent, parent-children, parents and children with those outside the home);
Concern (how each member of the family treats the others);
Coping (how each member of the family deals with what life brings).

Using the television shows selected, students might also consider:

How would each of the television families deal with divorce?
What are some needs that all the characters in "Family Matters" and in the television shows share? In which of the programs are these needs most nearly met for all family members? Explain, with examples.
Compare your idea of a good parent with some of the television parental roles.
Who is the best television mother, father and child? Why? Which television family unit works best? Explain, with examples.

2 To help students think about their attitudes toward their own families, write some open-ended statements on the board for them to fill in privately. (Examples: A family consists of . . . .; The purpose of a family is . . . .; Everybody needs . . . .; The best thing about my family is . . . .)
Have students keep what they write and look at it again privately after the activities associated with "Family Matters" are completed. Some of their views might change. Then conduct a general discussion about what people can do to improve their family situations.

3 Ask students to work in small groups and create a list of characteristics of a good parent. They might consult popular child-rearing guides such as Dr. Spock's *Baby and Child Care*, *Fitzhugh Dodson's How to Parent*, and Haim Ginott's *Between Parent and Teenager*. The groups should consider:

Do young people learn how to be parents from the way their own parents behave? Why or why not? In 1970, one of every 10 girls was a mother at the age of 17. Sixteen per cent of them already had two children by age 17. What are the implications of this fact? Is knowing how to be a good parent an instinct we are born with? Explain.

4 Have students prepare a descriptive directory of community supportive family services. (For example, family counseling services, clinics, welfare offices, religious activities.) Good sources of information are local newspapers, local governmental agencies and churches.

5 To help students clarify their ideas of a family, have each student construct a visual image of "family" using any artistic medium: painting, sculpture, collage, stitching, crocheting, photography. Make an exhibit of these and discuss similarities and differences.

6 Ask students to write a play or a story about what they hope their family group will be like and how it will work when they are adults.

Cross reference: Concept 3:2, page 46.

NO TRESPASSING

Summary of the Telelesson

Alex lives with his mom, dad, brother and two sisters in a large apartment building in the city. On this particular Saturday, Alex is fed up with his lack of privacy. His sisters have borrowed one of his games without permission, and his mom is very persistent in wanting to know where he has been all morning. When he seeks asylum, he finds that his older brother is practicing guitar in their shared bedroom. Alex also discovers that his brother has read a treasured card from a girl friend.
In a huff, Alex leaves the apartment and takes refuge in an abandoned building that he and his friends have discovered. Working quickly with the old furniture, he sets up a comfortable private place for himself. Just as Alex begins to rejoice in finally having a place all to himself, his friends arrive outside and begin to mount still another attack on his privacy.

Follow-up Activity

1 This activity encourages students to analyze their own personal "privacy needs." Hand out a checklist similar to the one below for students to complete and think about. Students may want to review their answers periodically to keep in touch with their changing attitudes.

Personal Privacy Checklist

(Answer *True* or *False)*

..... I have a special time to go for a walk.
..... I take time to reflect.
..... I like to listen to music very much.
..... I often daydream, fantasize or meditate to help me relax.
..... I have a special place where I can be alone.
..... Noise around the house doesn't boher me.
..... No one bothers me while I am dressing.
..... People accept me as I am.
..... I like to work on my hobbies by myself.
..... When I am alone I like to read.
..... I prefer sports that I can do alone, rather than team sports.
..... I am just as happy when I am alone as I am when I am with my friends.
..... I like to explore my environment by myself and discover new places and things I've never seen.

Check the feelings that you most often experience when you are alone:

... lonely	... sad
... happy	... relaxed
... excited	... miserable
... envious	... calm
... left out	... jealous
... tired	... content
... depressed	... angry

Check the things that you agree with:

..... I wish I had more time to be alone.
..... I don't want to be alone so much.
..... I want to spend more time with my friends.
..... I need a place where I can be by myself.
..... My family doesn't leave me alone enough.
..... I am happy with my life just the way it is.
..... Sometimes I just want to get away from people for a while.
..... I wish I could do things with my friends more than I do.

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2 It is useful for students to realize that people often have differing needs for privacy. Ask students to keep a personal diary for a week, keeping track of these things:

What I know about myself and will share with others.
What I know about myself and don't want to share with others.
What I don't know or understand about myself.
What others seem to know about me.

After a week, ask students to review their diaries. On the basis of their notes, they should be able to decide whether they have a great or small need for privacy.

DOUBLE TROUBLE

Cross reference: Concept 3:3, page 47.

Summary of the Telelesson

Delia is worried and upset because her mother has had a stroke and been placed in the intensive care unit of a hospital. Her anxiety is increased because her father, older brother and sister, in trying to protect her, have kept information from her about her mother's condition. As a result, Delia's fantasies are worse than the facts.

Father has been depending on the older children to keep the family going during the crisis. Without thinking, he hasn't given Delia any responsibilities. What the family believes is good for Delia is in fact causing her additional problems.

With her friend Jenny's help, Delia finds a way to visit her mother in the hospital. Though the hospital and her mother's paralysis are shocking, Delia is able to cope with the situation. She finds a way to be useful during her mom's recovery, and no longer feels excluded from the family's adversity.

Follow-up Activities

1 Have students look in magazines and newspapers for pictures and articles illustrating different kinds of family adversity. Students might also list books, motion pictures and television programs that deal with family adversity. The class might wish to create a collage or mural from these examples.

2 To help students identify ways they might be able to help in a time of family adversity, have students think of hypothetical situations that lead to family adversity (hurricanes, tornadoes, severe illness, unemployment). List these situations on the board so that each student can choose one to investigate further.

Have students list the ways that they think their families would be affected by the adversity they selected. Have them discuss with their families: What things do parents think young people should do? How do these things compare with what the young people think their roles should be?

3 Students can investigate public and private community resources to find the services available to families in times of crisis. Students should list the name of the resources and the services they provide, and produce a directory for their area. (This can be duplicated and distributed throughout the community.) In addition, students can study individual agencies in depth and report to the class, using slide presentations, tape-recorded interviews or literature and poster presentations. If a person in one of these agencies is particularly interested, that person might be invited to speak to the class. (As a courtesy, students should write or call to ask for permission to visit an agency before going there.)

PRESSURE MAKES PERFECT

Cross reference: Concept 3:3, page 47.

Summary of the Telelesson

Nan is quite a talented musician. With a lot of practice and the desire to achieve, she could become an outstanding pianist. Nan's parents want her to succeed very much, and have provided her with a good piano and excellent instruction. But in their wish to help their daughter, they unwittingly increase the pressure that Nan feels. As she tries to prepare a difficult piece for her recital, her parents' own hopes blind them to Nan's feelings of pressure, and they respond by demanding more of her.
Nan deals with the tension by rebelling. At the recital she plays a short, simple piece instead of the more difficult one, bangs her fists on the keyboard, and shouts defiantly to the stunned audience, "And that is my recital!" With that, to the consternation of her parents and her music teacher, she stalks off the platform.

Follow-up Activities

1 This activity is designed to stimulate student thinking about ways to cope with pressure. Before distributing the worksheet below, have a class discussion about such coping mechanisms as conforming, changing and confronting. Then, distribute the worksheet for students to fill out privately. After the students have completed the worksheet for their own benefit, have a general class discussion about the statements, particularly about those situations that might require conforming, changing or confronting. If change is desirable, how should that change be handled?

Worksheet

		I Agree	I Disagree
1	Nan needed to have more fun.	.....	.....
2	I need to have more fun.	.....	.....
3	Nan should have practiced more.	.....	.....
4	I need to improve my talent.	.....	.....
5	I have to sacrifice many things that are fun to improve my talent.	.....	.....
6	Parents should sacrifice money and time for their children.	.....	.....
7	Parents have a right to ask chidren to do things they don't want to do.	.....	.....
8	I have more talent than most people.	.....	.....
9	Nan's parents were justified when they asked her, "Do you want to make fools out of us?"	.....	.....
10	I have often felt as Nan did when she thought she was a "nobody."	.....	.....
11	Everything I do has to be perfect.	.....	.....
12	Practice isn't important if you are talented.	.....	.....

2 Reenact one of the fantasies from the telelesson and then ask each student to think of a time when he or she felt pressured. (Pressure to achieve in sports and academics, pressure to be "sensible" and "grown up," pressure to be "normal" or to be "different," pressure to be like the rest of the family.) Have students fantasize about the experience, first making themselves successes, and then failures. Discuss why fantasizing can be both helpful and harmful.

GETTING CLOSER

Cross reference: Concept 3:4, page 48.

Summary of the Telelesson

The occasion is the Autumn Daze Dance at school. Greg, shy and self-conscious, really wants to take Laura to the dance, but can't quite bring himself to ask her. His friend Louie, an outgoing self-styled "lover," doesn't help matter. by kidding Greg about his reticence. Greg doesn't realize that Laura and her friend Bonnie — known to Louie as "Ostrich" — are experiencing similar uncertainties.
Throughout the day Greg's anger and frustration build as he imagines his own inferiority. He nearly decides to stay away from the party, but finally gathers his courage and goes. As he starts toward Laura to ask her to dance, Louie, not knowing Greg is there, whisks Laura away to the dance floor. Greg is left alone amid the dancers, embarrassed and disappointed.

Follow-up Activity

1 The purpose of this activity is to have students compare their own views about dating with a class consensus on the same topics. Give each student two copies of the "Should You?" questionnaire. One copy is for students to save for their own use. One copy is for them to hand in anonymously. Have students complete both questionnaires, and compile a class profile from the questionnaires that were handed in. Discuss the results, and then ask students to privately compare their own questionnaires with the class profile. Finally, give students a third copy of the "Should You?" questionnaire. Ask them to fill it out again, comparing their original answers with their answers on the third questionnaire. Did their answers change? Why?

Should You?

(Circle one answer for each question)

1 Should you date? Yes, No, Don't know
2 Should there be a certain age to begin dating? Yes, No, Don't know
3 Should parents have a say about whether their teenaged children date or not? Yes, No, Don't know
4 Would you be upset if you wanted to date but were not allowed to? Yes, No, Don't know
5 Should you be upset if you want a date but don't get asked? Yes, No, Don't know
6 Should a girl ask a boy for a date? Yes, No, Don't know
7 Should boys and girls do things together in groups rather than date? Yes, No, Don't know
8 Should a girl ask a boy to do something with her (not a date)? Yes, No, Don't know
9 Should you compete with others for someone's attention? Yes, No, Don't Know
10 Should a parent or another adult be present when boys and girls get together at someone's house? Yes, No, Don't Know
11 Should a parent or another adult be present when boys and girls get together for a public dance or party? Yes, No, Don't Know

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YOU AND ONLY YOU

Cross reference: Concept 3:5, page 49.

The ITV lesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To explain that each individual is genetically unique.

2 To identify how each individual is different from every other.

3 To identify characteristics that are genetically determined and those that are under environmental control.

THE POLLUTION PROBLEM

Cross reference: Concept 4:2, page 58.

The ITV lesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To identify air, water, noise and people (over-population) pollution as serious health concerns.

2 To identify how each of us is affected by these pollution concerns.

3 To identify what is and can be done to halt the effects of pollution.

PESTICIDES

Cross reference: Concept 4:3, page 59.

The ITV lesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To identify the positive benefits of pesticide use.

2 To identify the hazards of pesticide use.

RADIATION

Cross reference: Concept 4:4, page 60.

The ITV lesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To explain that a certain amount of background radiation is normal. (Cosmic rays and nuclear radiation from mineral deposits.)

2 To identify medical X-rays and the nuclear power industry as sources of radiation which have created environmental concern.

3 To explain that ill effects from radiation result when the cumulated exposure, from all sources, reaches a certain level. (15 roentgens)

4 To identify some of the ill effects of excess exposure to radiation.

5 To explain preventive measures that reduce exposure to radiation.

DISEASE DEFENSES

Cross reference: Concept 4:6, page 62.

The ITV lesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To identify the skin as the first line of defense against germ invasion.

2 To describe how the mucous membrain traps disease-causing microorganisms.

3 To describe how white blood cells fight organisms.

4 To identify examples of active immunity.

5 To identify examples of passive immunity.

HEALTH DECISIONS

Cross reference: Concept 4:11, page 67.

The ITV lesson supporting this instructional concept was not yet produced at tne time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1 To identify the dangers involved in self-diagnosis and treatment of illness and injury.

2 To identify when it is wise to seek outside medical help.

3 To identify the rules for selection of health products.

4 To identify rules for the selection of health services.

FOR YOUR OWN PROTECTION

Cross reference: Concept 4:14, page 70.
Concept 4:15, page 71.

The ITV lesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

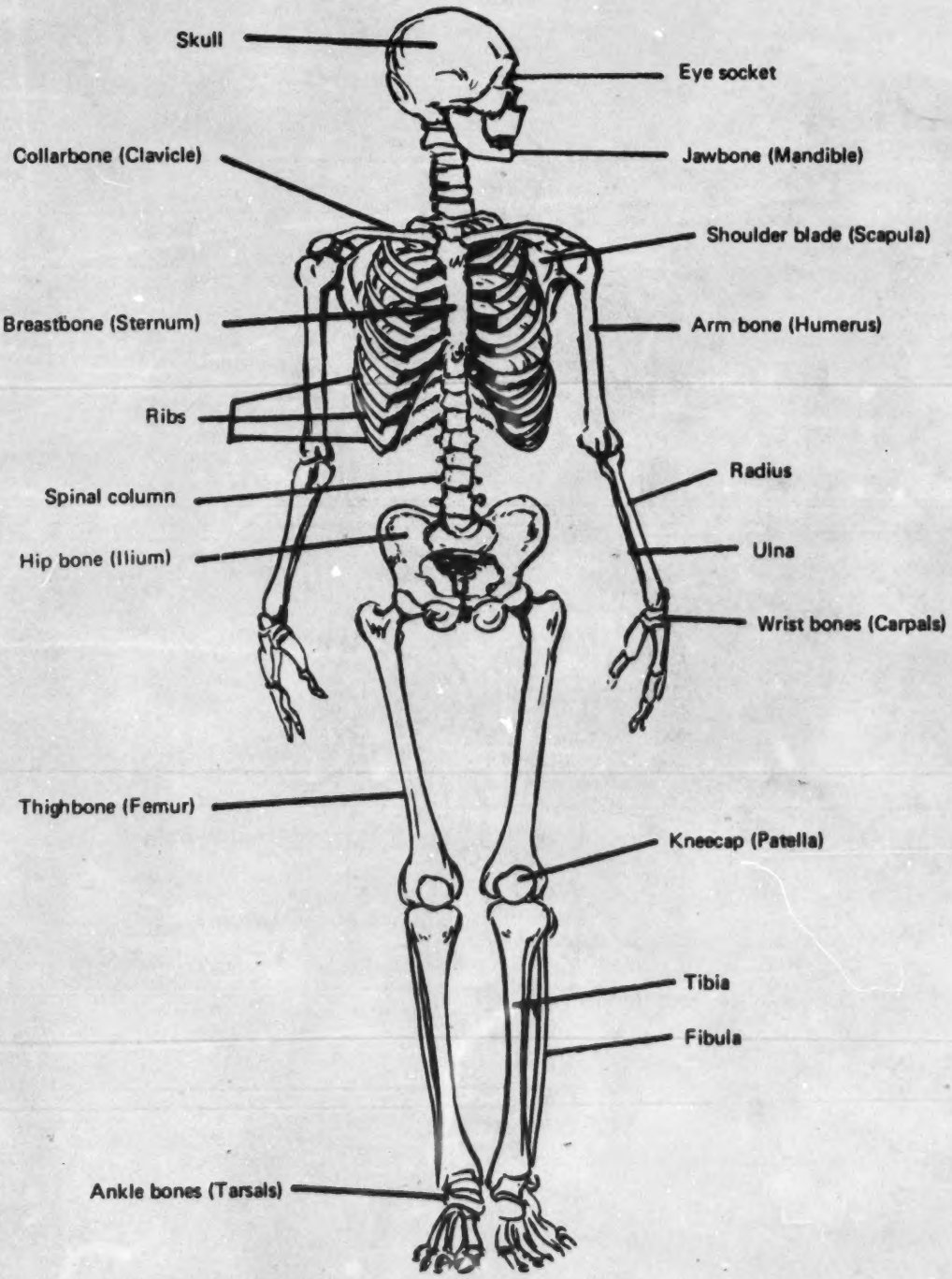
1 To identify various types of quackery.

2 To identify ways quackery can be identified.

3 To identify organizations which protect the consumer.

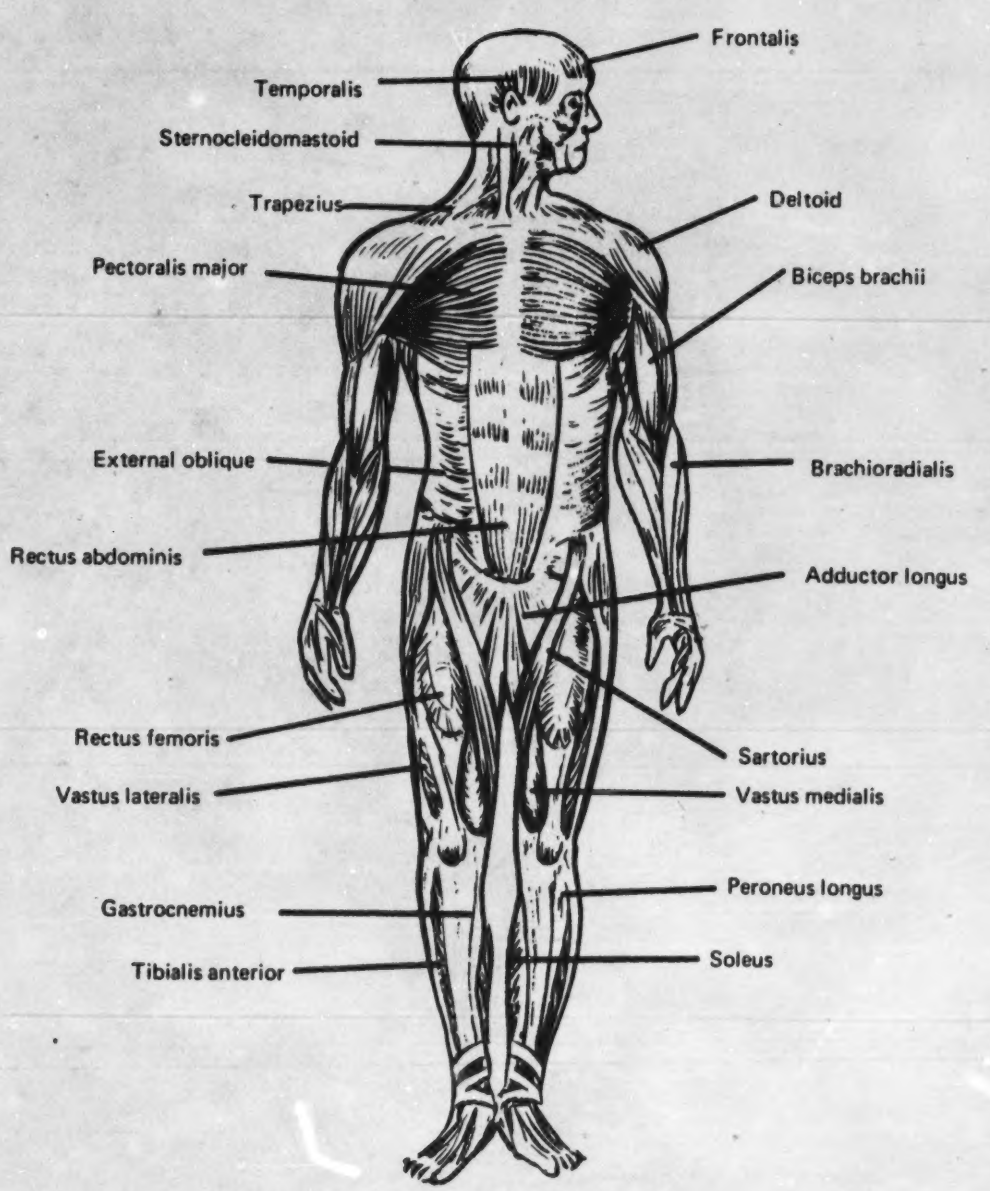
4 To explain that one's best protection is to be a well-informed consumer.

SKELETON

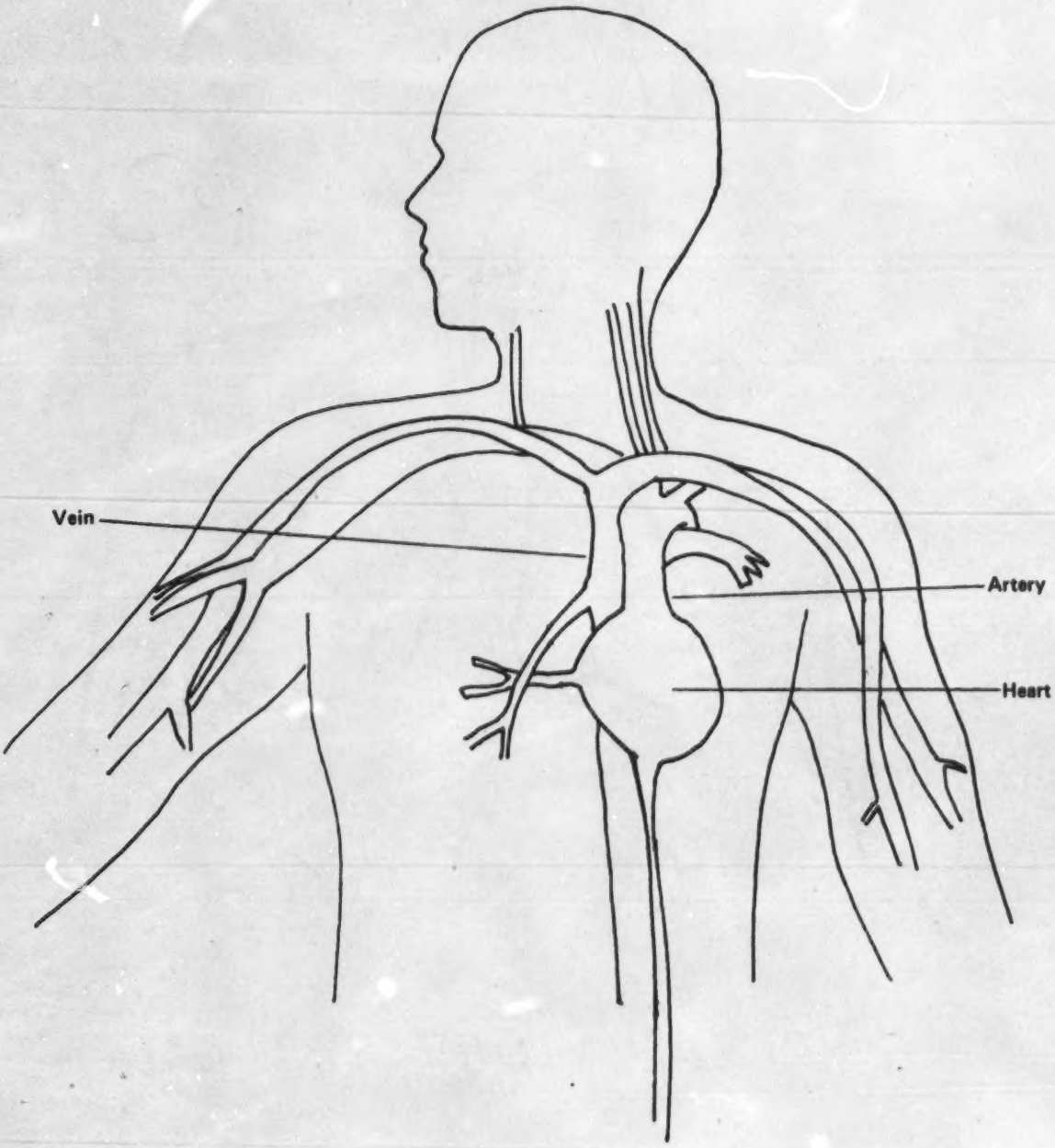

Skull
Eye socket
Collarbone (Clavicle)
Jawbone (Mandible)
Shoulder blade (Scapula)
Breastbone (Sternum)
Arm bone (Humerus)
Ribs
Radius
Spinal column
Hip bone (Ilium)
Ulna
Wrist bones (Carpals)
Thighbone (Femur)
Kneecap (Patella)
Tibia
Fibula
Ankle bones (Tarsals)

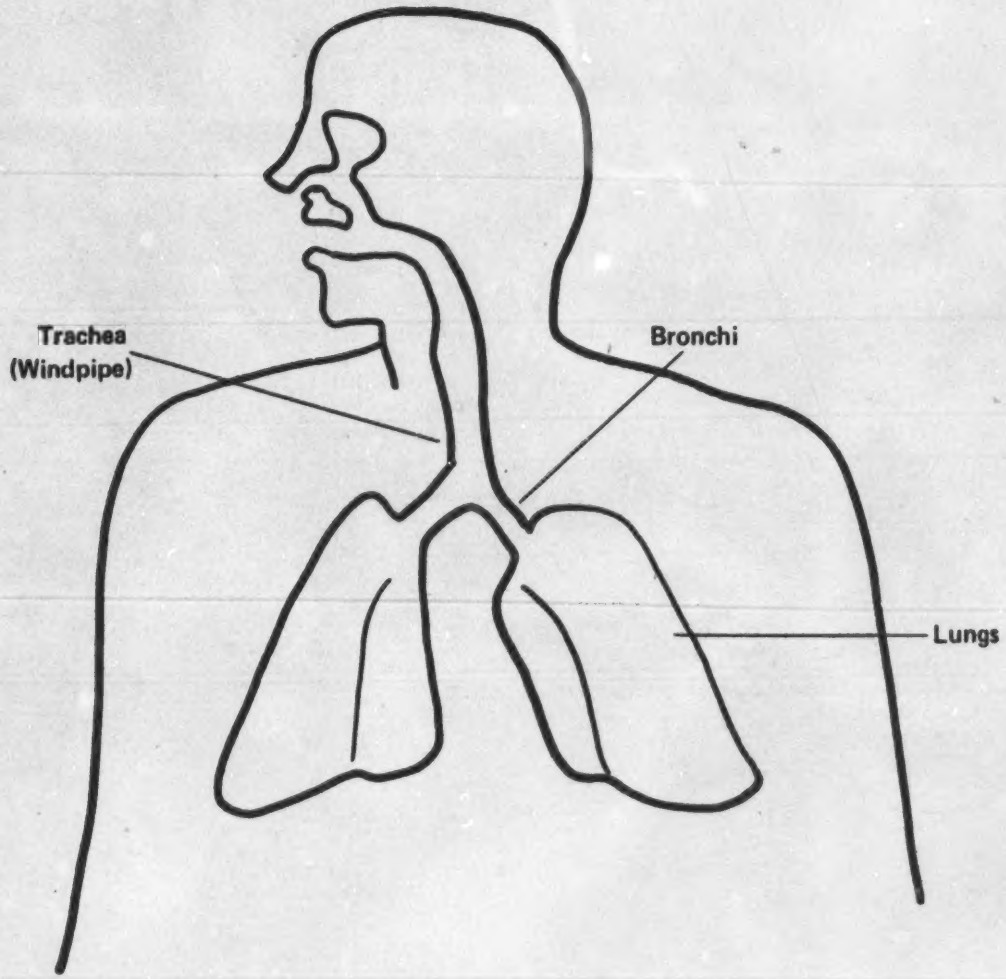
MUSCULAR SYSTEM

Concept 1-3



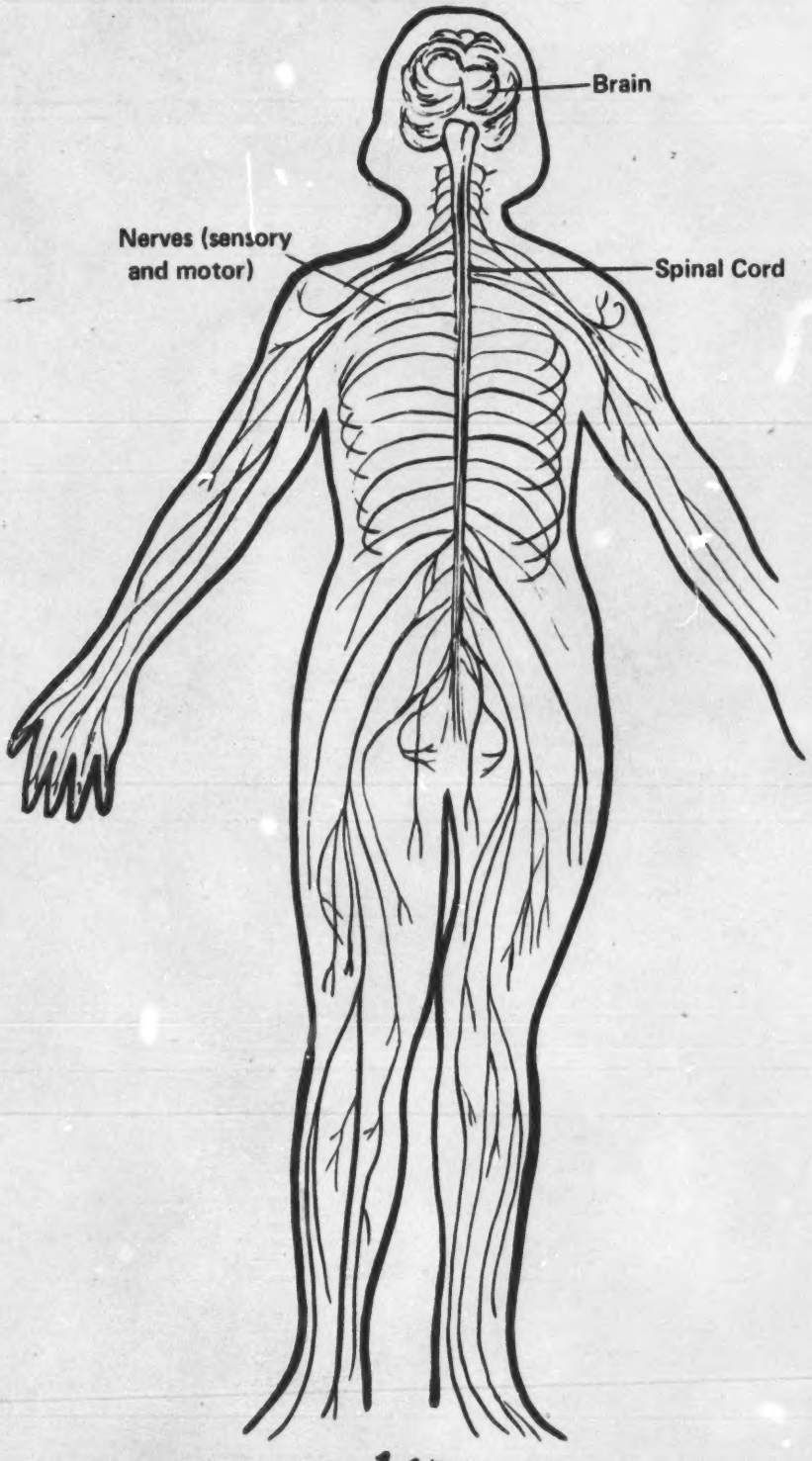
CIRCULATORY SYSTEM



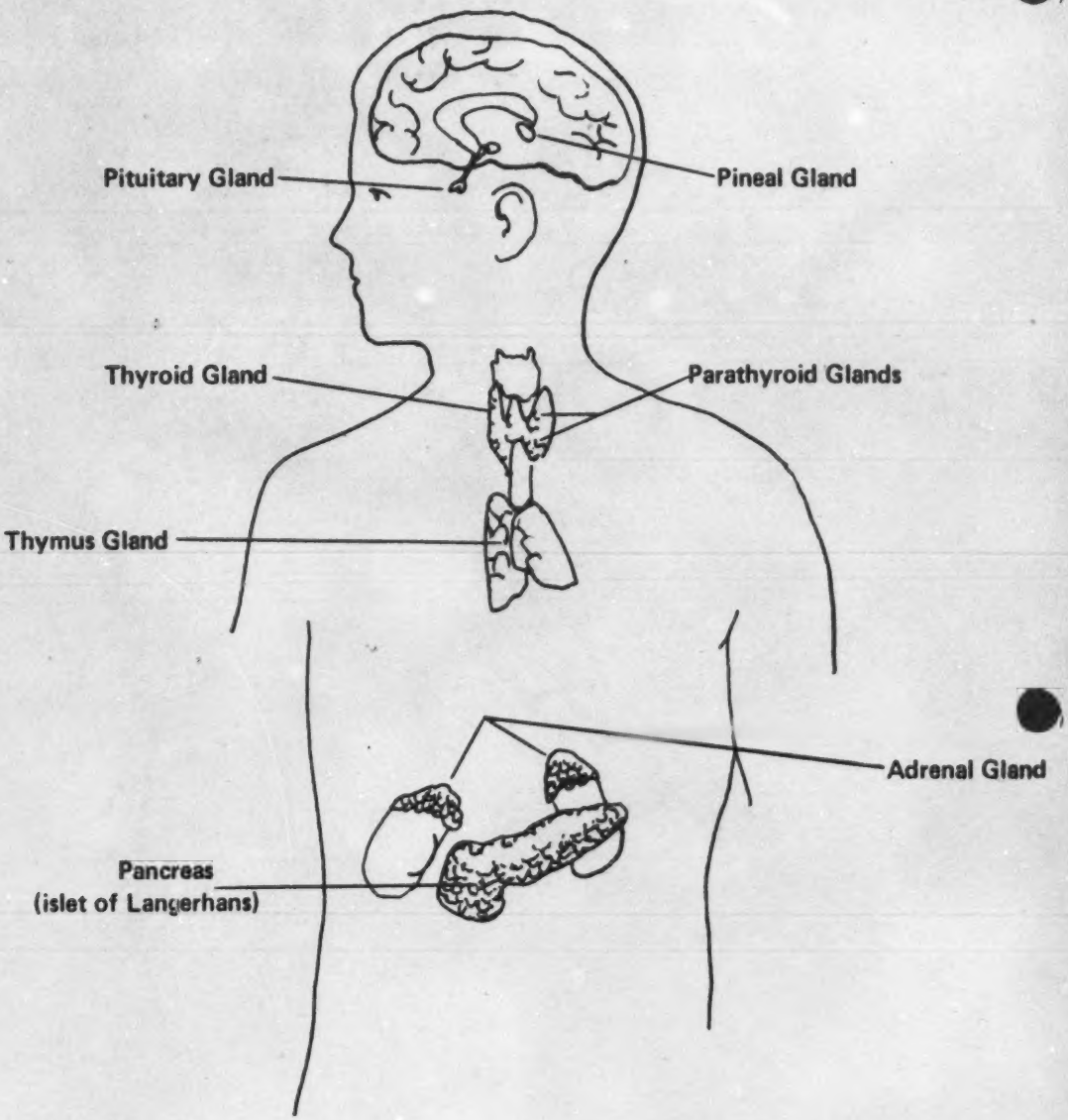


RESPIRATORY SYSTEM

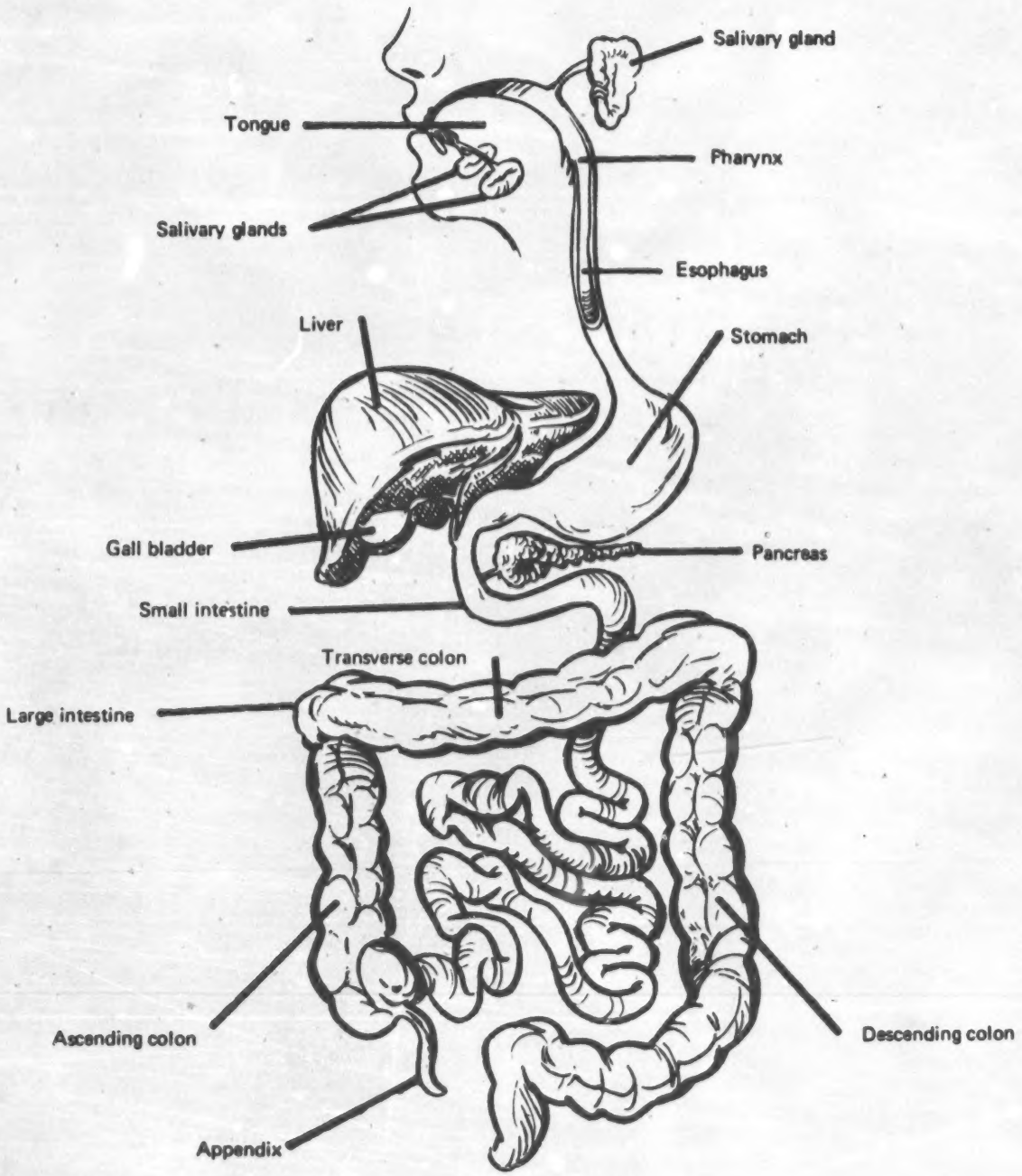
NERVOUS SYSTEM



ENDOCRINE SYSTEM



DIGESTIVE SYSTEM



To gain a better understanding of yourself, fill in the six sections below.

1 Draw one thing that you do very well.

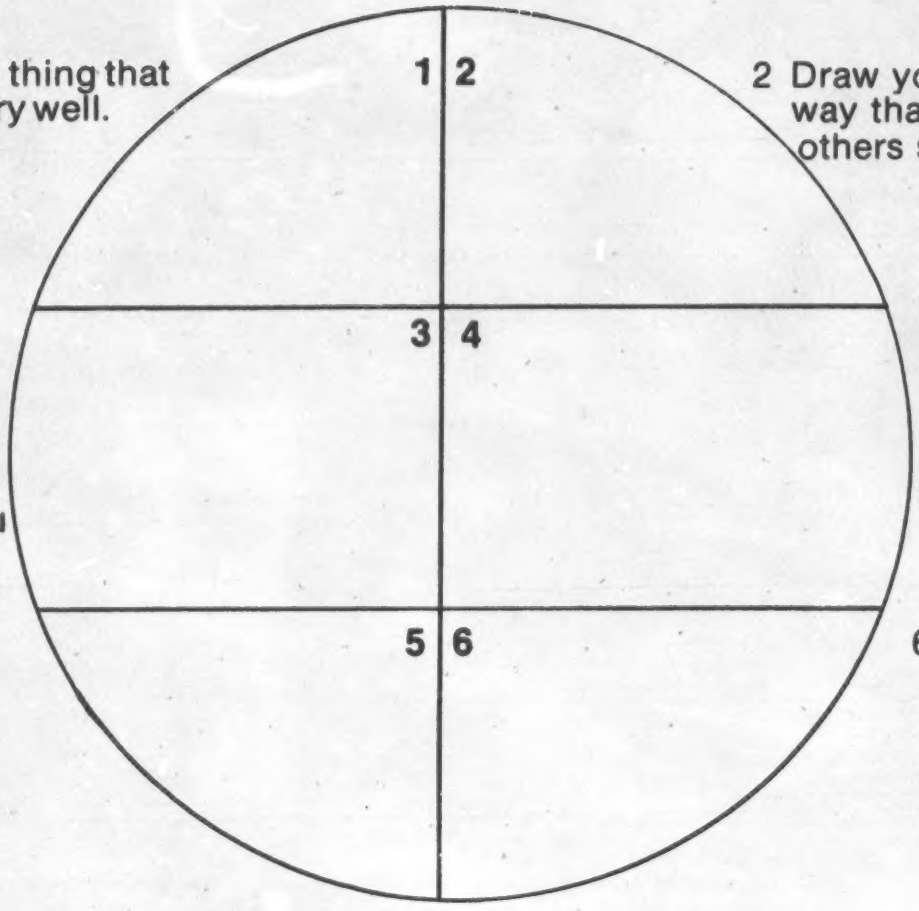
2 Draw yourself the way that you think others see you.

3 Imagine you had only one year to live. What would you do with that year?

4 Identify the two people who mean the most to you.

5 Draw the one thing you are the proudest of.

6 Draw your favorite place to be.



THE WHOLE ME

THE ANIMAL SCHOOL

Once upon a time, the animals decided they must do something definite to meet the problems of a "new world." So they organized a new school.

They adopted a curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum and to graduate "well rounded" young animals, all the animals took all the subjects offered.

The duck was excellent in swimming. In fact, he was better than his instructor, but made only passing grades in flying and was very poor in running. Since he was a slow runner, he had to stay after school, and also, drop swimming in order to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown from so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class, where his teacher made him start from the ground instead of from the treetop. He also developed "charlie horses" from overexertion and then got a "C" in climbing and a "D" in running.

The eagle was a problem child and was disciplined severely. In the climbing class, he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger, and later joined the groundhogs and gophers to start a successful private school in digging and burrowing.

By Dr. G. H. Reavis
Assistant Superintendent
Cincinnati Public Schools

Appendix C

The Nebraska health-related agencies and organizations listed below have free or inexpensive printed material available.

Hints on ordering materials:

1 Do not simply write the agency requesting "everything you have about _____."

2 To help assure a fast response, request materials by correct title or name of publication, film, pamphlet.

3 Most of these agencies have a catalog or listing of materials they make available. Teachers should request a current catalog or materials list so they may identify titles, cost (if any), and if materials are available in classroom quantities.

Nebraska Heart Association, 3624 Farnam St., Omaha, Nebraska.
--Pamphlets, wall charts and other printed material on heart physiology and heart problems; teacher and student resources.

American Cancer Society, Nebraska Division, 6910 Pacific, Overland Wolf Center, Suite No. 210, Omaha, Nebraska.
--Printed materials on smoking and cancer; teacher resources.

American Lung Association of Nebraska, 406 WOW Bldg., Omaha, Nebraska.
--Charts and other printed material on anatomy and physiology, smoking and disease control; teacher and student resources.

Nebraska Department of Public Institutions, P.O. Box 94728, State Capitol, Lincoln, Nebraska.

--Printed materials on school health environment, mental health and chemical substances; teacher resources.

Nebraska Department of Health, Lincoln Bldg., Lincoln, Nebraska.
--Printed materials on community health, dental health and nutrition; teacher and student resources.

Nebraska Society for the Prevention of Blindness, 120 South 42, Lincoln, Nebraska.
--Printed materials on safety and school health services; teacher and student resources.

Nebraska Department of Education, 301 Centennial Mall, South, Lincoln, Nebraska.
--Printed materials on dental health, anatomy and physiology, consumer education and school health services; teacher and student resources.

Dairy Council of Central States, 6901 Dodge, Room 104, Omaha, Nebraska.
--Posters, booklets and leaflets on nutrition and its relation to general and dental health; physical fitness and weight control; teacher and student resources.